
OUTLOOK FOR THE BLIND

FEBRUARY, 1934

VOLUME XXVIII

NUMBER 1

Published by the

AMERICAN FOUNDATION FOR THE BLIND

FEDERAL STAND CONCESSIONS

THERE has been considerable interest throughout the country in the proposal that blind people be permitted to conduct vending stands in Federal buildings. Workers for the blind have been endeavoring to get this privilege for many years. In 1921 Senator Wadsworth, at the request of the New York State Commission for the Blind, introduced into Congress a bill designed to open the Federal buildings to the blind. Owing to the opposition of certain Federal officials, this bill was never enacted into law. For a number of years the American Foundation for the Blind endeavored without success to get the Government officials in charge of Federal buildings to extend this privilege to the blind by simply exempting blind persons from the general ruling against vendors in these buildings.

In 1929 Senator Schall introduced a bill into Congress to open Federal buildings for the operation of stands by blind people and to establish a bureau for the supervision of such stands. Mr. Edward C. Robbins, a blind man in Portland, Oregon, was very much interested in the passage of the

measure and secured considerable favorable publicity for the bill. Unfortunately, the measure did not meet with administration support and was never reported out of committee. A meeting of workers for the blind was called by the Foundation in 1930 to discuss this bill, and it was decided that inasmuch as the Treasury Department, as the custodian of all Federal buildings, already had authority to extend to blind people the privilege of operating such stands, no legislation was necessary. Those most familiar with the working of legislative bodies were of the opinion that without the approval of the Treasury Department, Congress would not be likely to pass any law on the subject anyway. The conference participants accordingly urged the Foundation to continue its efforts to secure favorable action from the Treasury Department by executive order.

In the spring of 1933, as a result of the intercession of Mr. M. C. Migel and Miss Mary V. Hun, Foundation Trustees, President Roosevelt, who is especially interested in handicapped persons, issued an execu-

tive order to the Treasury Department directing that blind people be exempted from the general rule prohibiting the operation of stands in Federal buildings. On May 18 a general order was sent out by the Secretary of the Treasury permitting blind persons to sell papers, et cetera, in such buildings where there is sufficient space to make this possible without interfering with the public business.

This order, however, was followed on June 16 by an order reading:

The maintenance of stands for the sale of pies, candy, cake, mineral water, cigars, newspapers, or merchandise of any character . . . is strictly prohibited in rooms, corridors, lobbies, or on the grounds of Federal buildings, or the sidewalks within the lot lines thereof; the only exception being in cases of blind persons who will be permitted to sell newspapers and magazines in such buildings. This privilege is to be confined to the selling of newspapers and magazines, and is not to include candy, chewing gum, tobacco, or any other commodities whatever. No rack, stand, counter, table, or other fixture or furniture is to be permitted within the building for this purpose, but there is no objection to the use of a portable stool or chair, which, if used, must be taken away when the vendor leaves the building each day. Permits will be issued only to those persons who are endorsed and recommended by the American Foundation for the Blind, Inc., and the State Commission or Department for the Blind, where such exists. The permits will be issued only for buildings where there is sufficient space to permit the sale of papers and magazines without interfering with the public business, and only one permit will be issued for a building, except in the larger buildings having more than one public entrance, where the number of persons to be granted this privilege is to be determined by the custodian.

As the second order so restricted the concession that it no longer offered a blind person a dignified opportunity to earn a livelihood, Mr. Migel immediately went to

Washington for a conference with officials of the Treasury Department having the matter in charge. At his request, the Treasury Department had one of its agents inspect the excellent stands operated by blind people which were set up in New York State buildings during Mr. Roosevelt's incumbency as Governor of that state. As yet, however, it has proved impossible to get any modification of the Treasury Department's restrictions on the concession.

Meanwhile, certain blind persons in various parts of the country have again urged legislation. Accordingly, Matthew Dunn, a blind member of Congress, introduced a bill designed to set up a bureau under the Post Office Department for the management of stand concessions for the blind.

In order to facilitate a thorough discussion of this bill and promote united action, the Foundation again called a conference of workers for the blind and representatives of associations of blind people on December 27 and 28, 1933, to consider the matter. It was the consensus of opinion of the group—with one exception—that the Foundation should continue its efforts to get a satisfactory interpretation of the executive order opening Federal buildings to the blind. The majority of the group were of the opinion, however, that if it failed to get a satisfactory interpretation of the executive order, efforts should be made to secure legislation on the subject.

In order that it should not be necessary to call another conference, it was decided to make a draft of desirable legislation, while the group was assembled. A temporary drafting committee was appointed to prepare this proposed bill. On the morning of December 28, this committee reported a bill which took the form of a modification of the Dunn bill. This was approved by the conference and referred to a legislative committee to be appointed

by the Executive Committee of the A. A. W. B. The following persons have been asked by the A. A. W. B. to serve on this legislative committee:

Mr. Benjamin Berinstein, New York
(Chairman)

Mr. G. E. Lineberry, North Carolina

Mr. J. Robert Atkinson, California

Mr. Stetson K. Ryan, Connecticut

Mr. Leonard A. Robinson, Ohio

Mr. S. Mervyn Sinclair, Pennsylvania

Mr. Daniel M. Coleman, Tennessee

Mr. Herman Immeln, New York

Mr. Robert B. Irwin, New York

This committee was directed to work for a satisfactory interpretation of the executive order opening Federal buildings to the blind. It was also authorized—in its discretion—to work for the passage of the bill approved by the conference. The committee was directed to add a clause to the bill providing for an unpaid advisory council of seven members to work with the Director of the proposed Bureau for the Blind, and to make such changes in the bill as may be found necessary in order to secure its passage.

During the course of the meeting several of those present strongly urged the members of the conference to be most conservative in their public utterances relating to the number of stand concession opportunities available since exaggerated statements would eventually bring disappointment to many blind people.

It was pointed out that most of the post offices lack either satisfactory space or sufficient business to make the establishment of a stand practicable. However, even though such stand opportunities number into the hundreds rather than the thousands, the opening of Federal buildings for this purpose will confer a boon of inestimable value upon the blind people of the country.

NORTH CAROLINA SURVEY

For several years leading citizens in North Carolina, among them Mr. G. E. Lineberry, Superintendent of the State School for the Blind, have urged upon the State Legislature the desirability of establishing a state commission for the blind. In order to secure practical information as a basis for the work, the General Assembly, in 1931, passed an Act requiring the county authorities to make surveys of the blind in their respective counties and report before the 1933 meeting of the Assembly. Unfortunately, very few reports were furnished, and no definite recommendations could be made at that session.

The American Foundation for the Blind was then requested to make a survey which would provide the desired information. A plan for surveying twenty counties which included the largest cities in the state was carefully outlined by the Foundation and approved by Mr. Lineberry. Work was begun in Guilford County since a request had already come to the Foundation for assistance in organizing an association for the blind in that county.

The method of the survey was as follows:

Large city and county committees were organized with city and county chairmen. The number of necessary chairmen varied according to the size of the county, the largest being twenty-four in number. These chairmen appointed their sub-committees. The personnel of the committees was selected from representative persons from all societies, organizations, clubs, churches, civic organizations, welfare agencies, city and county medical societies, eye physicians, hospitals, city and county Boards of Health, police, Boards of Education, city and county schools, postmasters, ministerial unions, newspapers, radios,

theatres, Y.W.C.A., Y.M.C.A., American Red Cross, county commissioners and Chambers of Commerce. In fact every small and large organized body of people was included. The Foundation's representative personally contacted these resources and visited all rural schools in the county; later conducted a public meeting in each county and gave a talk on work for the blind in general, outlining the aims and purposes of the survey; also delegated definite duties to the committee. Attendance at these meetings was excellent in spite of the fact that this was the first time that work for the blind has been brought to the attention of these communities.

Each committee was furnished census and history cards to be filled out and later sent to the Foundation, of each person recorded suffering from seriously defective vision, and those partially or totally blind. The findings of these twenty counties will be later incorporated in one analysis sheet, which will furnish information to be used before the General Assembly in 1935.

The returns to date which are still incomplete, are as follows:

Guilford County, 120; Forsyth County, 218; Buncombe County, 133; Henderson County, 50.

The returns received from the counties are enlightening, in view of the fact that the Foundation's representative was always greeted by the statement that "there were few blind known in the county." For example in Forsyth County an estimate of 35 was given. Later it proved there were 218. In Guilford County the returns numbered 120. Of this number 86 are living in Greensboro. Because of this large number and with the interest of leading citizens, the Foundation's representative organized the Guilford County Association for the Blind, the first of its kind ever organized in North Carolina.

Three home teachers (blind), two for the white and one for the negroes, were appointed and placed on the payroll of the Civil Works Administration. A vocational analysis was made of a definite group of employable blind, and some were established in home and outside occupations. A workshop has been set up, to give training and employment to eight blind men, two of whom were taken off the streets. During their training the Civil Works Administration is paying each trainee \$7.00 per week. The shop building has been given rent free by the city of Greensboro. The equipment, raw materials, and the salary of a seeing instructor are being furnished by the State Vocational Rehabilitation Department. A separate department for the colored has been established. A committee for the prevention of blindness has been organized with a leading ophthalmologist as Chairman.

In Forsyth and Buncombe Counties the Lions Clubs came forward with the offer to carry on until such time as the State could take over the work. In Henderson County the Foundation's representative was told that as soon as the completed analysis pointed out the particular needs of the blind in their county, the Foundation might expect a request for assistance in formulating a permanent program.

In December, the Civil Works Administration approved projects which fitted our work. A plan was submitted to the Director of the Civil Works Administration asking each county administrator to submit a project calling for enumerators and supervisors to make a house-to-house canvass of all persons suffering from seriously defective vision. If these projects are approved, the remaining counties will be covered under this plan. When the survey is completed, the information will be sent to the Foundation for analysis.

SENSORY COMPENSATION, OR THE VICARIATE OF THE SENSES

By SAMUEL P. HAYES, PH.D.

IT IS a generalization of very long standing that human beings bereft of one sense are compensated by a high development of the senses remaining, and its fallacy has been exposed only at the expense of extensive and careful experimentation. Kitto in his book, *The Lost Senses*, published in 1852, says that this statement is often made but that he doubts its truth because, in spite of his own loss of hearing, his "visual powers, naturally good, have been subject to all the accidents of advancing time." Levy, writing on "Blindness and the Blind" in 1872, admits that the truth of the adage "has been more or less denied by those immediately occupied in matters connected with the blind," but seems to favor the belief on theoretical grounds.

. . . . It is evident (he says) that a certain amount of nervous power is exerted by every action of the mind or body. This being so, it is clear that a sighted man expends more nervous power through the medium of the eye than he does in connection with the organs of any other sense. When, however, the sense of sight is wanting, the nervous power usually exerted by it is employed by the other senses. So that the powers of perception enjoyed by a blind man in common with his sighted brethren are more acute than they are under ordinary circumstances; but although this fact mitigates, it does not by any means compensate for the loss of sight. The sense of touch cannot be cultivated as highly in a man who can see as in one who is blind, for the simple reason that whereas the

nervous power of the former is diffused through five senses, in the latter it is more concentrated, being diffused through only four senses.

The fallacy of Levy's argument is obvious. His idea of nervous energy as a fixed quantity distributed in some definite amount to the different sense organs is pure fancy, not scientific fact; hence, his reasoning based upon this premise falls to the ground. The passage is quoted as a typical example of the older literature of opinion. Many others may be found in Bürklen, whose book is a treasury of German contributions to the psychology of blindness. A still more extravagant assumption was the claim that one sense might substitute qualitatively for another (serving the real function of a vicar), thus making it possible, according to Whalen (1892), for blind persons to get visual impressions through the sense organs of hearing, smell impressions through the sense organs of touch, etc.

Dr. R. H. Babcock (1915), a blind physician of Chicago, publishes a very sane discussion giving the modern scientific point of view.

Most individuals (he writes) are so helpless in the dark or when their eyes are closed that they very naturally exaggerate the difficulty of doing without sight and often ask blind persons absurd questions. Thus I am often asked how I can enjoy smoking a cigar when I cannot *see* the smoke.

The wonderful things blind persons do and the claims of sensory compensation are to be explained, according to this blind man, by acquired sense perception, that is,

EDITOR'S NOTE—This article, which is in two installments, is the second of a series by Dr. Hayes. The remaining installment will appear in the April number of the *Outlook*.

the training of one sense to take the place of another. Everyone can do this to a certain extent. Anyone can, for instance, tell with his eyes shut whether he has an orange or an apple in his hand by appealing to the sense of touch or smell. In the case of the blind, necessity compels to an unusual and uncanny development of this sense training.

With blind people it is the senses of touch, hearing, and smell that are especially required to perceive what is ordinarily taken cognizance of by the eyes. Mr. Hawkes has mentioned the apparent recognition of the color of a rose or other flower through the knowledge derived by the odor of the particular flower. It is precisely this sort of thing that enables a blind person to know that a certain flower is on the table, or that a person is in the room when the person is keeping as still as possible, since even when the presence of the person is not betrayed by a perfume he is very apt to be betrayed by some odor insensible to himself. Everybody has a peculiar and, to the sensitive, a *distinguishing* or *characteristic* odor. . . . In my professional work it is this sense of smell that, detecting a particular odor about a patient, has enabled me to tell his occupation, as, for instance, that of a painter or cigarmaker. It is this acquired sense-perception that has often informed me that I was passing a grocery or dry-goods or other store. There is nothing peculiar or wonderful in this when one understands the reason.

Everyone knows that most blind persons possess unusually keen and trained hearing, and it is this keenness or alertness of observation through the ears that enables one without sight to detect what is going on about him or to interpret just what another person in the room is doing. Of course, some blind persons possess a keener power of observation or of interpretation through their remaining senses than have some others. It is, after all, only a matter of training.

But I desire especially to speak of the sense of touch possessed by the blind. Most persons appear to think that touch, or rather the sense of appreciating objects by touch, lies only or mainly in the hand. There is a far finer sense of touch than that, delicate as is the hand or finger. The skin or nerves of the face residing in the skin possess in the *trained* a remarkable sensitiveness, and it was that sort of keenness of

sensation of the face¹ that enabled the boy already mentioned to count the trees as he passed, or which permits a blind person to know when he has approached a wall, although sound undoubtedly has more or less to do with it in some instances. Then the feet of the blind acquire a peculiar sensitiveness which enables the individual to recognize locality through peculiarities of the surface on which he is treading. Unevenness in the floor or differences in the thickness or feel of the rugs or carpets, for instance, assist the blind in recognizing just where he is in a room.

An excellent analysis of an actual experience involving surprising use of the sense of hearing by a blind man is given by S. C. Swift, Chief Librarian of the Canadian National Institute for the Blind, in his *The Unknown Folk* (unpublished).

The other day I was standing at a corner waiting for a street-car. An acquaintance engaged me in conversation till the sound of an approaching car attracted my attention. I listened for a moment (for cars of two lines used that particular street) and then remarked: "I must leave you now, for I think my car is coming." My acquaintance looked at me in amazement a few seconds and then exclaimed in a tone of mystified wonder, "Oh, those ears!" He did not understand how I distinguished the cars of those two distinct lines, but supposed I was possessed of some occult power beyond the ken of ordinary mortals.

When a street-car approaches a blind man, the fact is first announced by the hiss of the trolley-wheel along the wire; this is followed by the rush of the wheels along the rails, and from this sound the size and weight of the car are easily deduced. Of the two car lines referred to above, one used short, light, single-truck carriages, while those of the other were long, heavy, double-truck vehicles. Each type produced its own distinctive sound, the first somewhat shrill and jerky, the second steady and rumbling. It was a car of this latter type for which I was waiting and which I distinguished far down the street. But these simple facts had entirely escaped the observation of my sighted friend, limited as he was to the experience of visual life, and because of this inattention and its re-

¹ Various explanations of "facial vision" will be discussed in a future article.

sulting ignorance the blind man, who had seized and pigeonholed these elementary phenomena, was considered a wonder!

M. Kunz, the head of an institution for the blind in Germany, was apparently the first person to bring into the discussion of sensory compensation a contribution from the "literature of fact." In his youth, he says, "at an age when you believe everything you read," he came across a statement that in olden times a blind man had been appointed court tailor to a king because he made the most beautiful many-colored clothes for him, being able to distinguish even the finest shades of color by touch.

. . . . It therefore became an axiom for me (he writes) that the blind can "feel" colors. In after life, during my activity in middle and higher schools for seeing pupils, I did not fail to make proselytes for my opinion whenever light and heat were spoken of in the instruction in physics, and simply endeavored to seek a plausible explanation of this strange "fact."

I finally thought I had found such an explanation in the varying degrees of heat possessed by different-colored materials.

When twenty years ago I exchanged the directorship of a school for seeing pupils for that of an institution for the blind, I likewise harbored among the rest the fairy tale of the ability of the blind to feel colors, but was soon cured by the blind themselves.

The myth that the blind can distinguish colors by feeling seems to have taken a strong hold on the popular mind, although writers upon the blind have been constantly refuting it for over one hundred years. Villey (1932) quotes the following from Garnier's *Treaty of the Faculties of the Mind*:

. . . . "A blind organist," says Bayle, "was very clever in his profession and he could also distinguish between all sorts of coins and of colours. He played cards and won a great deal, especially when it was his turn to deal, as he knew, by touching the cards, which he gave to each player."

Battles (1890), once Principal of the Pennsylvania Institution for the Instruction of the Blind, attributed the persistence of the belief to a number of simple causes. Chicanery—a wilful desire to deceive for personal gain—is illustrated by the case of a blind man in Paris who had an octagonal block of wood, the facets being painted different colors, which he claimed to be able to distinguish by the sense of touch, and did, to the satisfaction of the assembled crowd; but upon examination it was found that some of the facets were smooth while others were rough. The impulse to show off or to tease the credulous public is illustrated by the case of a semi-blind boy who, losing patience at the foolish questions people asked him, claimed he could distinguish colors by smell. When tested, he would carry objects up to his nose and sniff ostentatiously, meanwhile bringing the objects within the range of his very limited vision. False impressions are often drawn by visitors who see blind people at work with different-colored beads, bristles, or wools and falsely assume that the blind can distinguish by some mysterious appreciation of their color. In some cases, doubtless, slight differences in the feeling or smell of fabrics colored with different dyes may serve as a guide in distinguishing them. Decisive tests were made in 1895 by Ansaldi which showed the impossibility of color-touch by the use of colored pieces of glass.

I had also often read and heard (writes Kunz) that the blind were able to distinguish the most infinitesimal unevenness in a body, which would entirely escape the touch of a seeing person. I consequently expected unreasonable things from the sense of touch of my pupils.

Later, when he was asked to prepare maps for the blind, he says:

. . . . I was not a little proud to print very sharply defined embossed or raised lines of rivers, cities, and boundaries. I examined the

maps with closed eyes, and was able to follow every line with the points of my fingers, which had become hard by the continuous labor of engraving in hard wood. But when I tried to use these maps in the instruction of a class of intelligent older girls . . . the sense of touch failed. They did not find their way on the map. . . .

At that time the maps had been sent for examination to nearly all European institutions for the blind.

Very nearly the same replies were received from all: "Beautiful, but too fine"; "Splendid, but not accessible to touch"; etc.

. . . I had the same experience with zoölogical and botanical representations, and especially with those used for instruction in physics. Entirely new forms had to be prepared repeatedly before the required accessibility to touch was reached.

His practical experience having contradicted his earlier belief in the compensation of the senses, Kunz then turned to scientific experimental sources. He says he found that a considerable number of scientists had attempted to measure the sensitiveness of touch of a few blind individuals by the use of compass points, and that while the earlier investigators reported a great superiority in the sense of touch of the blind over that of seeing persons, later workers had questioned these results on the ground of the small number of persons examined, the inadequacy of the instruments used, and faults in interpretation. Professor Washburn (1895) of Vassar College showed that visualization is an important factor favorable to two-point discrimination, so that even though a blind subject might excel, as hers did, in distinguishing one point from two, the judgment of the *direction* of the points was more successfully accomplished by those seeing subjects who were good visualizers. Steinberg (1910) makes further use of the point in reminding us that subjects blinded late in life visualize tactile impressions just as the seeing do, so that the wide variations in individual results may often

be due to differences in central response rather than to variations in sensory capacity.

GRIESBACH'S COMPARATIVE STUDY OF THE BLIND AND THE SEEING IN 1899

Although we find a few attempts in the eighties and nineties to measure the auditory and tactual acuity of blind subjects and to make comparisons with the seeing, the results were contradictory, and Kunz was naturally much pleased to open his school to Professor H. Griesbach, who in 1899 undertook a comparison of the sensitiveness of the blind and the seeing in their three chief senses—hearing, smell, and touch—with improved instruments and modern experimental methods. As Griesbach's work forms a landmark in the scientific treatment of the subject, we will present it in some detail, quoting freely from Kunz.

1. *Distinguishing the direction of sound*

Griesbach tested twenty-eight blind and twenty-eight seeing subjects, nine experiments being made with each, three tests with each ear separately and three with both ears together. He found no *essential difference* between the results of the blind and of the seeing. This result was very striking, not only because it contradicted the general opinion of the uninstructed public, but because it was also contrary to the claims of men who had made preliminary experiments. Kunz reports that Professor Marc Dufour, "the well-known oculist," after experimenting upon nineteen blind persons, had made the statement that "blind persons were better able than seeing ones to indicate the direction of sound, and in connection therewith asked the question whether it would not be advisable to appoint blind persons on vessels for accurately determining in foggy weather the direction of signals made by

other vessels or the location of landing places²''

2. *Determining the distance at which sounds could be distinguished*

In a long corridor, forty-nine seeing and nineteen blind subjects were tested, using as sound stimuli the numbers from 1 to 100 and words of one syllable spoken in a sharp, whispering tone of voice. There was no superiority of the blind over the seeing.

The same thing must be said, according to Kunz, of the musical ear.

. . . . No experienced teacher of the blind . . . will maintain that the musical ear of the average blind is naturally superior to that of the average seeing person. Only more care is taken in institutions for the blind to develop any talent, by imparting instruction in music to all pupils, and by not dispensing with this instruction until all attempts have failed.

3. *The acuteness of the sense of smell*

We have already made reference to the great use of the sense of smell by the blind. This is still more marked in the deaf-blind. G. Stanley Hall (1879), a leading American psychologist, long President of Clark University, tested Laura Bridgman's senses of *taste* and *smell*. He reported that she had almost lost her sense of smell during an illness and had never had the habit which so many blind persons acquire of testing objects by applying them to the nostrils. "At present she loves to smell flowers and can distinguish a few of the more fragrant varieties." Experiments with scented objects showed her sensitive only to strong odors. Nor was any special taste sensitivity discovered. She seemed less sensitive to bitter and sour than to sweet and salt.

Helen Keller gives a report which reminds one of the testimony quoted above from Dr. Babcock:

² A similar suggestion was made during the World War, the blind being proposed this time as detectors of submarines.

I know by smell the kind of house we enter. I have recognized the old-fashioned country house because it has several layers of odors, left by a succession of families, of plants, perfumes, draperies.

From exhalations I learn much about people. I often know the work they are engaged in. The odors of wood, iron, paint, and drugs cling to the garments of those who work with them. Thus I can distinguish the carpenter from the iron-worker, the artist from the mason or the chemist. When a person passes quickly from one place to another, I get a scent impression of where he has been—the kitchen, the garden, or the sick-room. I gain pleasurable ideas of freshness and good taste from the odors of soap, toilet water, woolen and silk stuffs, and gloves.

Villey quotes the following from M. F. Thomas' account of Marie Heurtin:

. . . . Her sense of smell is so subtle that by it she recognizes persons before she has had a chance to touch them. It seems as though each individual has a special odour, a distinctive sign, just as each flower has its own perfume, and she is never mistaken in it.

If she is sent to the work-room with a message for one of her companions, she goes at once to the place where her friend is usually to be found. If she should not be there, Marie will stop, turn her head slowly and seek, whilst drawing breath, for the indication she needs. She does not often have to wait long.

Griesbach measured the acuteness of the sense of smell in twenty blind and forty seeing subjects, using the most precise instrument then accessible, Zwaardemaker's olfactometer. Apparently, only one odor stimulus was used—rubber. With this there was no superiority in the average attainment of the blind, but rather a slight inferiority. Of course, one cannot reason from this to the whole range of smell qualities, but the result is significant.

4. *The acuteness of the sense of touch*

The popular dogma of the marvelous sense of touch in the blind was supported by some of the early experimental work, but more recent experimenters have questioned the instruments and the methods of

their predecessors. Griesbach undertook the exact measurement of the minimal distance at which two stimuli could be distinguished as two, by means of an æsthesiometer of his own in which parallel pins on springs were substituted for the compasses used by earlier workers. With Griesbach's instrument, equality of pressure on the two points could be depended on and, what is still more important, one could stimulate the points more nearly at the same instant. Successive stimuli can be distinguished when much closer together than simultaneous stimuli, and it is quite possible that the low threshold attributed to the blind by the early workers was due to the neglect of this source of error. Griesbach tested thirty-seven blind and fifty-six seeing subjects, experimenting upon the skin of the forehead, the cheek-bone, the point of the nose, the lips, the thick part of the thumb, and the tips of the fingers. His observations were made partly on holidays, partly after school hours, and partly after instruction in manual work.

At least two important discoveries resulted from this work:

a. He found no evidence that the blind have a more acute sense of touch than the seeing. The experiments with the æsthesiometer gave just the opposite result.

b. Among the blind, the finger used for reading is less able to discriminate points than are the other fingers. From this Kunz surmised that reading blunts the sense of touch,³ making the finger-ends hard and leathery, and he concluded that this blunting is essential for successful reading.

. . . . A finger having a very acute sense of touch (he says) will feel the weaker impression of the letters on either side and mix up the letters, i.e., not know which points belong to

³ The blind organist, David Duffle Wood, gives similar testimony. Although obliged to read braille musical notation, he did not, if he could help it, read braille books, because he wished to keep his sensitivity of touch.

one and the same letter, whilst a finger not possessed of so acute a sense of touch will hardly take notice of the weaker impressions produced by the letters on either side.

A seeing person cannot read books printed for the blind for the reason that he receives too lively an impression of the points on either side and, therefore, feels too much.

. . . . Practice makes perfect, and practice in our case means nothing less than the thickening of the epithelium, and the weakening of the sense of touch connected therewith. . . .

As a result of Griesbach's work, Kunz concluded that there is no experimental evidence for a vicariate of the senses as a result of blindness. He refers also to the similar conclusions of two Italian scientists after extended experimental work upon the *deaf*. Dr. Ferrai examined the sense of touch, the "muscle sense," the sensation of pain (caused by the electric current), the sense of smell, and the sense of taste. In his conclusions he laid special stress on the fact that sensory compensation exists as little in the deaf as in the blind. Dr. Rossi expressed the conviction that, to say the least, the strength of sight of the deaf is not superior to that of hearing persons. He also called to mind many cases where deafness and blindness go together.

Kunz continues:

Thanks to the thorough and conscientious investigations of Griesbach and others, the dogma of the vicariate of the senses falls to the ground; . . .

The ruins of the venerable building will probably for many years to come look down into the valley from the sunny heights of pedagogical and other wisdom, but finally time will also level the ruins!

That the ruins have not yet been leveled is evidenced by the fact that we still find articles printed upon the sensory compensation of the blind.

The intelligent blind know how foolish this idea is and constantly protest against it (writes

(Continued on page 36)

HOME ECONOMICS AT BATAVIA

By DORIS E. FOSTER and LUCIA C. MULLIGAN

THE management of the New York State School for the Blind at Batavia is strongly impressed with the importance to the girls who attend that school, of having a thorough course in home economics. The records of the school show that a vast majority of the girls who leave school either before graduation or without graduation spend their lives in some home. Their usefulness, and to a large degree their happiness, will depend upon the degree to which they can adapt themselves to their environment, that is, how much they can help in the work of keeping house. With these facts in mind when the new building, Park Lewis Hall, was being planned, ample room was insisted on to enable the school to teach practically all the courses in home economics offered by the Education Department of the state of New York.

The apartment for the study of Home Economics is located on the ground floor of Park Lewis Hall, the girls' new dormitory building. It takes in the whole south end of the building and consists of five rooms, living-dining-room, bedroom, bathroom, kitchen, and laundry. All are completely furnished with modern equipment.

The five courses in Home Economics taught in this school have been approved by the New York State Board of Regents, and for each course completed and passed the pupil receives one unit Regents credit, an equivalent to credit received for a year of any literary subject.

Elementary Foods is a course taught to beginners in cooking in the high school. The pupil studies the principles of cooking, foods and their values, use and care of kitchen equipment, etc. Each pupil does



The Kitchen is Equipped with Up-to-date Labor-Saving Devices

simple laundry work also, usually her own personal clothing, discussing removal of stains, washing wool and silk, as the necessity of it arises. This course is really preparatory to Advanced Foods, which teaches the girl to solve the problems in home duties. Using the dining-room, each girl plans, prepares, and serves two dinners, luncheons, or suppers per week for four weeks. During this training the girls study different types of meals, use of each type, forms of entertaining, and etiquette involved. These rules are carried out together with meal-serving by one girl taking the duty of hostess, as in a home. Fulfilling this duty, she not only takes full responsibility of the planning of the meals but orders the foods or provisions necessary for the meal. She supervises the girl doing the cooking, so that the meal will be well cooked and served attractively. The hostess invites two guests, usually two members of the faculty, and assumes all responsibility of entertaining her guests at the dinner. The class as a whole launders all table linen and keep it in order, folded in the linen cupboard.

All classes are taught various household duties in the apartment, such as cleaning floors, dusting, sweeping, vacuum-cleaning rugs and upholstered furniture, cleaning the bathroom, washing and defrosting electric refrigerator, mopping and keeping shelves in cupboard orderly as well as cleaning them periodically.

The class in Home Furnishing studies different styles of furniture, using some of the types of early American furniture which furnish the apartment for practical examples. Curtains, rugs, hangings, and small furnishings are discussed in class. All the curtains, linens, bedding, and scarfs were chosen and made in this class last year.

Through the use of the apartment as a home-center, the girls have developed a

spirit of happiness, congeniality, and faithfulness in their work.

The first-year high school course consists of a study of textile and synthetic fibers, the preparation of these materials for manufacture into cloth, and methods used in dyeing and finishing these materials. A study of the high school girl's wardrobe is made, and material suitable for making various articles is discussed. The projects consist of the cutting and making of various types of underwear and the making of a cotton dress, using a commercial pattern and studying at this time the alterations which it is sometimes necessary to make to adapt the pattern to the individual.

The second-year course consists of the study of the budget, stressing the clothing budget, the care, renovating, and remodeling of clothing, and the methods and processes used in the making of silk and wool garments. A course in color with a study of appropriate color combinations and colors suited to different persons is made a personal problem. A study of line helps to choose the most becoming costume for the different types of figures. The projects consist of the making of either a silk or wool dress and the remodeling or remaking of some garment, also the making or remaking of some type of hat.

The course in weaving consists of the warping and threading of the loom, the planning and making of rugs, using a variety of materials such as cotton roving, wool and cotton chenille, and rags. The pattern looms for the more advanced pupils promote the development of individuality as well as a greater ability in the handling of materials. On these looms such articles as table runners, purses, pillow covers, and bags are made.

The high school courses follow the syllabus of the University of the State of

New York, and credit for these courses is given, counting toward graduation.

The part of the Home Economics Department which consists of hand and machine sewing, basketry, weaving, and other types of handwork is housed in three large rooms on the ground floor of the girls' dormitory, Park Lewis Hall.

The largest and central room is the sewing-room, adjoining which is a small fitting- and dressing-room. The sewing-room is equipped with sewing-machines, both foot and electric power, a large U-shaped worktable, a cutting-table, a wall ironing-board and plenty of storage space for supplies and pupils' work. Connected with the sewing-room on the one side is the basketry room and on the other side the

rug-weaving room. The basketry room has a large tank for soaking reed, several tables, and an adjoining cold room for the storage of reed and similar materials. The rug-weaving room has four rug looms as well as two table-looms of the four-heddle type for more advanced work.

All girls below the high school are enrolled in this department and their work varied to meet their ability, and variety is introduced to stimulate and hold their interest. The grade pupils before entering high school have had instruction in all types of hand sewing and in the use of the sewing-machine. Besides this and for use as a leisure-time activity, the pupil is taught knitting, crocheting, tatting, and basketry.



Each Girl in Turn Takes the Duty of Hostess and Entertains her Guests at Dinner

NEW DEVICES FOR THE BLIND

By FRANK C. BRYAN

SEVERAL new devices for the blind have recently been announced, and it therefore seems timely to review some of the earlier developments of this type as well as to comment briefly on the more recent inventions and experiments.

A number of devices were suggested for discussion in this paper. The oldest of these devices is the OPTOPHONE, invented by Dr. E. E. Fournier d'Albe, late Professor of Physics at Birmingham University. As is well known, it translates letterpress into musical notes and chords, using the properties of selenium to make and break or to increase or diminish the sound. The earlier type of Optophone was known as a "white sounder"; the selenium cell being actuated by light, the musical note was affected only by the expanse of white, and sound was diminished or broken when a black line was encountered, so that reading by the earlier machine was done by *what one did not hear*.

In 1918, Dr. Barr of Barr & Stroud, Glasgow, became interested in the machine. One important improvement he made was to introduce an additional selenium cell, which converted the machine into a "black sounder"; thereafter, notes and chords were heard only when the machine passed over the letterpress characters. Miss Mary Jameson, of London, who demonstrated the machine, was able to read and enjoy many books by its use.

The PHOTOELECTROGRAPH was invented by Mr. A. G. Thomas. By the use of a

selenium cell, a rod is electrically raised through a grating where it may be felt or read by the finger. Two types of machines are made—one with six rods or dots and another with forty-two. The six-dot machine is intended for braille only. For this purpose it is necessary to have a book printed in ink in a special code which can then move through the machine, raising the corresponding braille characters through the grating. The other machine with the forty-two-rod grating makes an image of the letterpress character by combinations of these forty-two rods.

One great difficulty with a device of this kind is that the dots are constantly appearing and disappearing, and are perceptible for but a fleeting instant, which makes them difficult to read. This was pointed out by one who examined the machine. He also stated that the rods threatened to disappear at the slightest touch, and so one must read the character shown immediately or thereafter lose it.

This difficulty has been noted in the simple machines invented for reading to the deaf-blind, in which the operator presses down on keys arranged as in a braillewriter, and the finger of the reader is always in position to read the braille dots as they rise into position. It has been found very difficult to read in this fashion and the machines are rarely used.

In the Photoelectrograph, the machine or the book is gradually moving, and it follows that wide letters, such as *w* or *m*, will not be shown all at once, only a part at a time. Also, the space between letters

EDITOR'S NOTE.—This paper was prepared for the Meeting of the American Association of Workers for the Blind in June, 1933.

being so tiny, it is difficult to tell when one letter leaves off and another begins.

The AUTOMATIC VISAGRAPH, invented by Robert A. Naumburg, of Cambridge, Massachusetts, embosses letters on thin aluminum foil or on cellophane. It makes a magnified raised copy of any printed page, each lower-case ink-print letter being enlarged on the aluminum sheet to the size of the average braille letter. The book is simply inserted in the machine, no adjusting of it being required for proper aligning or allowing for the space between lines. The reader's hands are free at all times to allow immediate reading of the embossed copy. The aluminum sheets may be pressed out and used again and again. When a permanent copy is desired, cellophane is used instead of the aluminum foil. To learn to read the print of the Visagraph may be somewhat more difficult than to learn braille, but this is compensated for in the fact that when once mastered, any book in ink type is available to the finger. The latest model of the machine needs but one lamp, one light-sensitive cell, an amplifier, a magnet, and one printing point.

From every consideration, the Visagraph offers, more than any other machine yet made, the greatest possibilities for reading directly from letterpress books. Due to lack of financial backing and the depression, Mr. Naumburg has had to withdraw from the manufacture of the machine temporarily, and is now devoting his time to the production of sight-saving books. Mr. Naumburg writes:

This should not be interpreted to mean that the Visagraph for the blind has been abandoned. On the contrary, the exacting requirements of supervisors of sight-saving classes have resulted in a much improved Visagraph. There has been no radical change in principle during the past year, and the printing is more perfect. With the active co-operation of the American Asso-

ciation of Workers for the Blind, the Visagraph could be rapidly brought to the stage where it would be in use in institutions, to supplement other forms of reading for the blind.

So we see in these three machines, the Optophone, the Photoelectrograph, and the Visagraph, that we have three different methods of reading ink-printed books: the Optophone by translating the ink print into musical sounds, the Photoelectrograph by presenting dotted outlines of the letters in a rather elusive, fleeting style, and the Visagraph printing the matter in a magnified raised type which may be read at any time, or stored away for rereading, or placed in a lending library.

The SOUND BOOK makes use of a transparent film having an opaque coating. It was invented by M. Nublat, of Paris. The voice of the speaker, introduced into the microphone, is transformed into electrical power, then amplified. This amplified power is then used for cutting a very fine groove on the opaque coating of the film, producing the transparent line which corresponds to the image of the sound vibration. Many grooves may be recorded close together on the film, which is about 1.375 inches wide and the complete roll about 8 inches in diameter, capable of giving six hours of continuous speech.

It was reported a year ago that, although the tone is still imperfect, the sound is not unpleasant, and it was reasonable to expect that great improvement would be made in a few months. It is claimed for the Sound Book that reproduction can take place immediately after the recording, that the master film may be preserved indefinitely, that the cost of recording is low, that a blind person can operate it alone, and that it is possible to make reproduction at home of copies of the master film.

The American Foundation for the Blind

has been working on the Talking Book, an adaptation of the disc phonograph record so that it may be used in the publication of books for the blind. As the sound-groove is made on a very durable disc, with a single track, the Talking Book will be much easier to operate than the Sound Book. It requires but one operation with which most people are familiar, that of changing the record on the talking-machine.

We have so many inquiries about the Garin process of making plaster-backed plates that a word here may not be amiss. The process as done at Perkins is as follows: After embossing and proof-reading, the back of the paper is coated with thin shellac. After drying, the pits are filled with the plaster. We use "Model Stone," a plaster used in dental work. One part of liquid glue is added to four parts of water. One part of the "glue-water" is mixed with three parts of the plaster, which gives it the right consistency to be pressed into the pits with a pliable glazier's knife. After the plaster is dry it is smoothed with sandpaper, the whole shellacked, and it is ready for printing. Dr. Frieda Kiefer Merry, while at Perkins, became interested in the process, and she and her assistants turned out two books with quite acceptable print.

The New York Chapter of the American Red Cross, under Mrs. Richard F. Armstrong, has done more of this printing than any other press. While the material required for the Garin process is inexpensive, it requires greater care, a more perfect technique, than any other method of braille reproduction.

Another possibility for braille plates is the use of a thin aluminum sheet, .005 of an inch thick, about as thick as ordinary braille paper. These plates may be made on a braille slate or a braille-writer, and it is better to have the pits of the slate or

writer deepened a trifle to increase the relief of the dots. This is a quicker method than the plaster-backed sheet, as the aluminum plate is ready for printing as soon as it is proof-read. Mr. W. U. Parks of the Wisconsin School for the Blind is our most recent user of this method and reported that he was having success with it.

The Howe Memorial Press is now making another lot of braille-writers, this latest model to have a cast aluminum frame instead of the pressed steel of the former ones. Sponge rubber friction is used in the cylinder for the paper feed. These changes were made in the effort to reduce the cost of the machine, and it will sell for about 10 per cent less than our earlier models. A back-spacer is also provided.

Of all the appliances made at Perkins Institution, braillewriters have been the most difficult we have attempted, insofar as pleasing the users is concerned. However, we accomplished what we set out to do, to give to the public a well-made machine and, by our competition, to compel other manufacturers to do better work.

Since the American Foundation's BRAILLE TYPEWRITER is making its appearance, we will probably retire from the manufacture of braillewriters. Their new machine has everything one could want for brailing and is a real boon to the cause. Not the least feature is that the repairing may be done at any typewriting agency of the manufacturer. This will save time and expense. It has required an investment of \$40,000 to develop and make the tools for the quick and accurate assembling of this machine. Needless to say, we all are grateful to the Foundation for this outstanding aid to the cause of the blind.

The writing of this paper has called to mind a need for information about devices used by the blind, where they are made, their price and other details of interest to

(Continued on page 36)

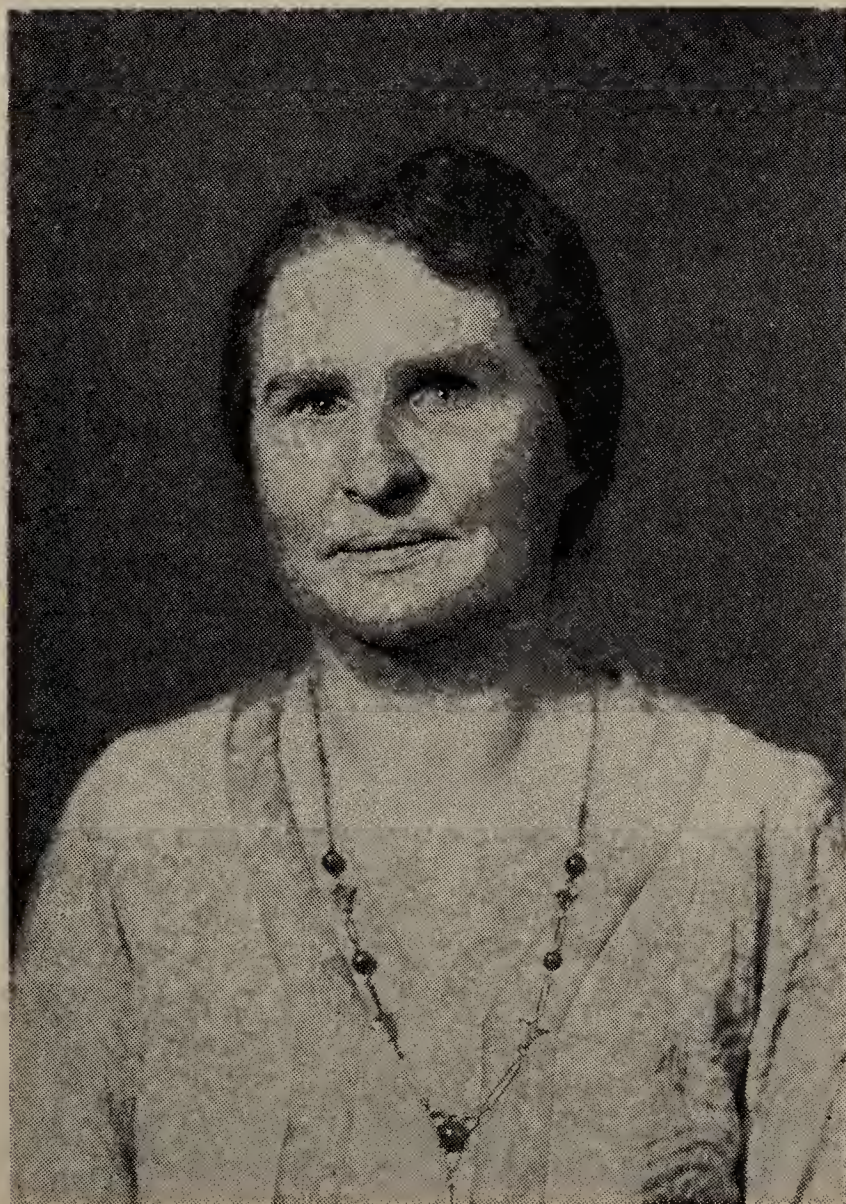
THE AUTHOR OF "MILTON'S BLINDNESS"

By EDWARD M. VAN CLEVE

ELEANOR GERTRUDE BROWN, whose book, *Milton's Blindness*, is about to be published by the Columbia University Press, will receive the degree of Doctor of Philosophy in June as the result of her postgraduate work at Columbia. This work occupied two years of absence on leave from her post as teacher in Steele High School, Dayton, Ohio. Her dissertation, presented in part fulfillment of the requirements for the attainment of her degree, is concerned with the scientific, historical, literary, and other aspects of her subject, and *Milton's Blindness* is an exhaustive review of everything that has been published in the years since scholars

have been intrigued by the mysterious dispensation of Fate by which he became sightless and have sought to chart its influence in the life of the great poet.

Miss Brown's notable achievement of her degree makes timely a brief account of her career. She was a girl in the graduating class of the Ohio State School for the Blind when, in 1907, the writer began to know her. Blind at the age of four, she was sent, when old enough, to the Ohio School at Columbus and continued throughout eight or nine years to live the life of a not unusual child until the high school was reached. Here she developed especially noteworthy success in English



Eleanor Gertrude Brown, whose Ph.D. thesis is "Milton's Blindness"

studies; she was not especially interested in any other than literary subjects. Yet on graduation, in June, 1908, she was not above turning her hands to any work in which she could exercise herself and was given a bench in a Dayton, Ohio, paper-box factory. For two years her folding of cartons and such other services as she could render were rewarded by wages sufficient to pay her living expenses and to enable her to save a little money.

Imagine the surprise of the superintendent of the Ohio school to have this young lady present herself at his office one day early in the fall of 1910 with the announcement that she was going to college and hoped for some help to get started. As nearly as memory can reconstruct the essentials of the conversation it was:

"But why do you want to go to college?"

"Well, I want more education; I'm not satisfied to do factory work."

"And what would you do after you got through college?"

"Oh, I'll write or I'll teach."

"Now look here, Gertrude, you must understand first as well as last that I'll have no position for you to teach in this school; and even if there were a position I'm opposed to giving young graduates without experience of teaching a place here."

"Yes, I know that and I won't ask for a job here."

"Next, tell me how you are going to finance a college course."

"Well, I have \$94 saved and I can do some writing—I've already had a story accepted. But, anyhow, I'll get along."

"Have you considered where you will board, whom you will secure as guide, how you will have your lessons read to you, and all the rest of it? That will cost a lot of money. Your family can't support you."

"True, and I know I'll have to solve a

lot of problems, but somehow I'll do it. I'm going to college and I want to go to Ohio State University."

The man threw up his hands, for who could stem the flood of such determination? The way was made as easy as possible. For the first year the young collegian was readmitted to her old school to do manual-training work in the afternoons; "I always hated handwork and did as little of it in school as I could manage, and now I find after getting out that I need it awfully." And every morning she went to college, starting first as a "sitter" and then being regularly matriculated at Ohio State University in February, 1911. The journey from the Ohio State School for the Blind by street-car to the Ohio State University, in North Columbus, took over an hour and she traveled these several miles twice a day, unaccompanied, from November to June. The second year and subsequently she had quarters at the University in the women's dormitory. In 1914 she received her degree of Bachelor of Arts, completing four years of college work in a little over three and one-half years. It had not been possible to earn much during these hard-working years; the readers' fund provided by State law for blind college students met only a small portion of the expense; some contributions had come from interested people; but a considerable debt had been contracted, to be met on employment when or if secured.

Good fortune and good friends made possible the finding of a position in the Steele High School of Miss Brown's home city, Dayton, Ohio. It was arranged that the young college graduate should be a tutor for students behind in their class-work, the Superintendent of Schools deeming this an appropriate post for a sightless person. But when school opened, in September, the need arose for a teacher of a class of Freshmen and Miss Brown was

given immediate charge of a class of lively girls and boys. Into the faculty of this large city high school which never had knowledge of a blind person came this one sightless teacher, one among a hundred, to take her share of the arduous task of controlling as well as teaching a horde of young folks in their volatile 'teens. How she managed those first weeks and months is a fascinating tale that only the teacher herself can tell. But she managed, and the long record of twenty years of service in the same school (twenty years bar two leaves of absence granted for pursuing advanced studies looking to higher degrees) with the same recognition, professional and pecuniary, given to her seeing colleagues testifies to her success.

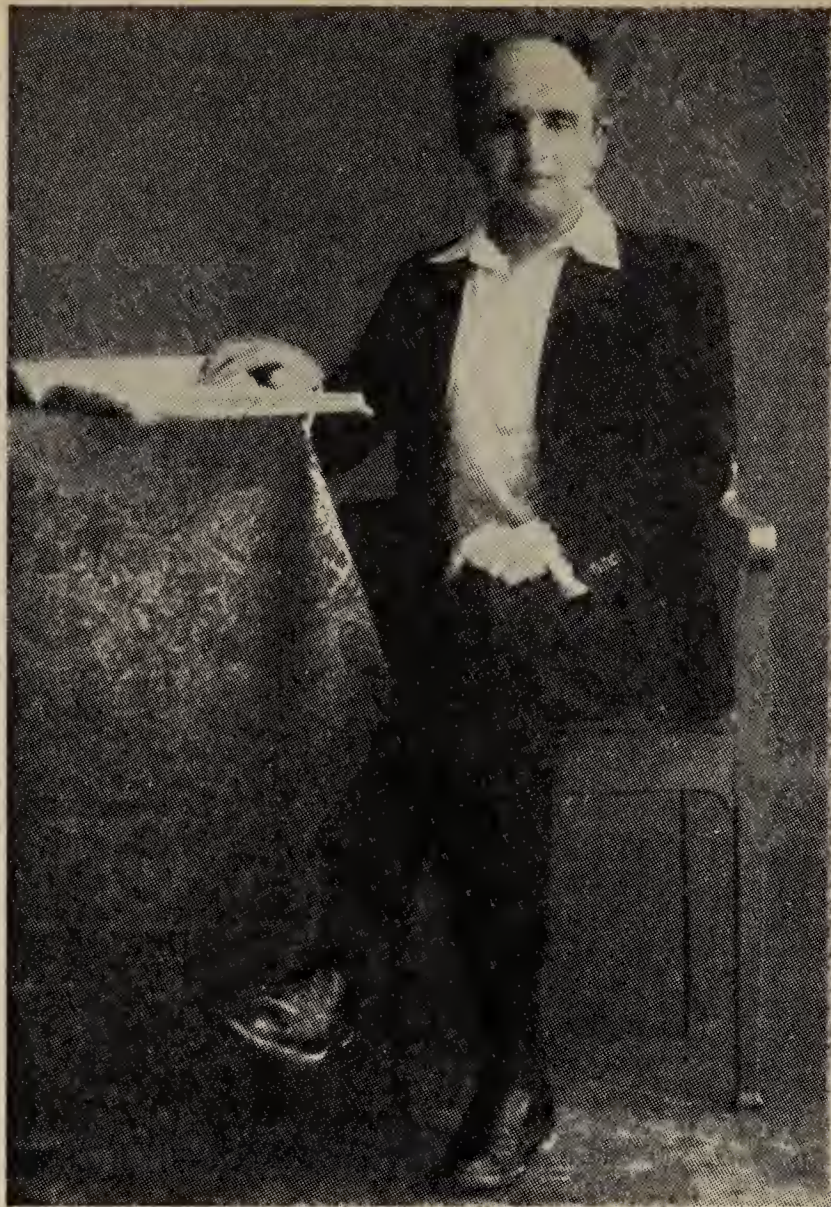
Miss Brown is by no means the first person without sight who has taken a place as a competent teacher of the sighted. Her record, however, is an inspiration to other blind persons having the power to teach to seek positions in schools for the seeing; and it is a proof to employers that sight is not a *sine qua non* to success in handling classes of young people.

In the first of the periods of absence from her classroom, Miss Brown specialized in English study at Columbia, having courses under Professors Ashley H. Thorndike, Brander Matthews, Frank A. Patterson, John Erskine, and others. She received her Master of Arts degree in 1922. Later she continued postgraduate work in

Columbia in the same departments and in the spring of 1933 completed her dissertation, and successfully defended it before a critical committee which voted its acceptance with special commendation of its author.

To the undersigned, who has been a consultative and other friend of Miss Brown since 1907, this story of success is a reminder that earnest perseverance in effort to attain a goal is more likely to bring fulfillment than luck or lavish contributions of friends; Miss Brown has not lacked friends who have stood by her through all these years, but in the main she has indeed made her own way, has earned both her sustenance and her intellectual and social advancement. And with it all the subject of this sketch has remained unspoiled and is today the gentle, friendly girl who years ago began to make with her sighted pupils the contacts that won her a place in their respect and affection; without any display of erudition or of the superiority which the possession of such learning often inclines some possessors of it to exhibit, she is a worthy example of a blind woman attaining the highest success. Of her work the late Professor Ashley H. Thorndike wrote:

"Let me congratulate you on nearing the end of a very remarkable achievement. We are all impressed by the mental concentration and energy which you have shown."



Nissan Meckler, who took his M.A. degree at the Hebrew University in Jerusalem.

A BLIND STUDENT IN PALESTINE

WHEN the third graduation exercises took place at the Hebrew University in Jerusalem on January 2, among the sixteen students who received their M.A. degrees was Nissan Meckler, who since 1914 has been an inmate of the Institute for the Jewish Blind in Jerusalem. Graduating with highest honors, with Hebrew Literature as his major subject, Nissan Meckler completed his entire course at the University while earning his livelihood as a basket-maker, in common with his fellows at the Institute. With the age of the graduates at the Hebrew University ranging from twenty-five to thirty years, Nissan Meckler, who is thirty years old, is in no way behind his comrades even in age, so far as his achievements are concerned.

All courses at the Hebrew University are given in Hebrew, and much of the material available in textbooks in other languages

has not been published in that language. For example, the students in the philosophy class at the Hebrew University are preparing their own textbooks and under the supervision of the head of the department, they have edited a series of philosophical treatises in Hebrew. These and other textbooks were made available to Mr. Meckler through the kindness of his fellow-students, who read to him.

German braille textbooks, sent from the Library Institute at Marburg, Germany, helped to fill the gaps, for Mr. Meckler knows not only Polish and Hebrew but also English and German, and is an expert reader of braille in Hebrew and Latin characters.

Coming to Palestine when he was nineteen, Mr. Meckler completed his secondary education as an extension student at the Hebrew High School in Jerusalem.

THE BLIND IN PROFESSIONAL AND EXECUTIVE WORK

*Report of the Commission on Superior Professions for the Blind, World
Congress for the Blind*

By H. RANDOLPH LATIMER, Vice-President
and MURRAY B. ALLEN, American Collaborator

EDITOR'S NOTE—At the International pre-Congress of the Blind held in Vienna in July, 1929, a number of committees were appointed for the purpose of compiling information on various matters related to blindness and making reports at the next congress of the blind.

Among the committees appointed was one concerned with the "opening up of new occupations, exchange of experiences, mental work, etc.," with the late Professor Pierre Villey as Chairman and Mr. H. Randolph Latimer as Vice-Chairman. Mr.

Latimer co-opted Mr. Murray B. Allen of Utah to serve with him, and together they carried on an investigation of opportunities for the blind in the United States in the professional occupations.

This study, begun early in 1930, has recently been completed, and since the next meeting of the congress will not take place until 1935, the committee's report is published here in order that it may be available to the public without loss of time.

FULL credit for drafting the questionnaire, the data from which forms the basis of this report, is due our American collaborator, Mr. Murray B. Allen, Executive Secretary, Utah Commission for the Adult Blind, Salt Lake City, Utah. To Mr. Allen is due, also, the credit for the analysis of the data and for the deductions therefrom. It has remained only for your Vice-President to generalize from the limited material which Mr. Allen has been able thus to present. Many of our more prominent blind people, regarding themselves as manifest exceptions to the rule, have been unwilling to answer the questionnaire; while others have done so in so general a manner as to make their replies unsatisfactory. Nevertheless, there is much of value in the material assembled, and an effort is here made to present it as logically as may be done. Fortunately for the writer, Mr. Allen has presented his findings so clearly as to leave little to be desired as a basis for presentation.

The following is the questionnaire sent out to 650 blind persons of known professional standing:

Name	Address in full
Age	Date of blindness
Degree of blindness	Profession
Length of time in profession	(State whether consecutive or intermittent)
Are you in competition with seeing members of the profession?	
What seeing aid do you require?	
Length and nature of training for the work	
Was training had before or after blindness?	
Difficulties in training owing to blindness	
Difficulties in practicing profession owing to blindness	
Advantages owing to blindness	
Do you have professional affiliations with seeing members of your calling? (Indicate)	
In case of authorship, lecturing, composition, list some of your published works	
Average annual income	Remarks
Advice to other blind persons entering this profession	

To this questionnaire, 235 replies were received of which 210 were deemed of sufficient value for listing; and it is upon the data contained within these listings that Mr. Allen has based the following general summary, as well as the summaries of the professions themselves:

GENERAL SUMMARY

- 1. Profession having highest number of blind:
 - a. Business, 28
 - b. Music teachers, 28
- 2. Profession giving employment to greatest number of totally blind:
Music teachers, 21
- 3. Profession giving employment to greatest number of males:
Law, 25
- 4. Profession giving employment to greatest number of females:
 - a. Music teachers, 13
- 5. Widest distribution:
 - a. Business
 - b. Music
 - c. Literature
- 6. Professions listed in order of training required:
 - a. Divinity, 11 years
 - b. Music teachers, 10 years
 - c. Administration, 9 years
 - d. Business, 8 years
 - e. Physiotherapy, 6½ years
 - f. Law, 6 years
 - g. Teachers, 5½ years
 - h. Literature, 5 years
 - i. Osteopathy, 5 years
 - j. Musicians, 4 years
 - k. Home teachers, 3 years
- 7. Urban Distribution

	City	Town
a. Musicians	79%	21%
b. Law	65	35
c. Business	54	46
d. Administration	85	15
e. Divinity	50	50

- f. Music 79% 21%
- g. Teachers 80 20
- h. Home teachers 76 24
- i. Literature 55 45
- j. Osteopathy 57 43
- k. Physiotherapy 40 60
- 8. Highest salary paid, \$12,000—Physiotherapy
- 9. Highest average salary paid, \$3,740—Osteopathy
- 10. Lowest average salary paid, \$1,265—Home teachers
- 11. Number of questionnaires sent, 650
- 12. Number of questionnaires returned, 235
- 13. Number of questionnaires listed, 210
- 14. Number of questionnaires discarded, 25

In the letter transmitting his findings, Mr. Allen writes in part as follows:

The summary attempts to classify all the returns and to analyze them in their more pertinent aspects. . . .

In the matter of classification, it was frequently a problem to assign a particular person to a particular profession. It was also a question in some instances whether the vocation had the dignity of a profession. It was largely on the latter point that I discarded some of the replies. I segregated the musicians into two groups, the performers and the teachers, although in many cases the person acted in both capacities. I made this division to emphasize the fact that concert and program work had its own requirements, as well as its own opportunities for employment. Business also troubled me somewhat, whether the return should be listed as purely Business or as a step upward into Administration.

Before proceeding to a discussion of the analyses made by our collaborator of his eleven classified superior professions of the blind, your Vice-President, realizing that some element of executive ability is essential to success in almost every one of these lines, takes the liberty to quote an excellent article by Mr. Arthur L. Lyle, a certified public accountant, entitled, "Can a Blind Man Function Successfully as an

Executive?'' published in the *Outlook for the Blind*, March, 1928:

Many people get the impression that blindness is an insurmountable obstacle in the way of all useful occupation. A real acquaintance with those among us who are so handicapped, and they are many, will quickly convince one to the contrary and prove conclusively that not even a blind man need beg for a living.

We find them making good in manufacturing industries and successfully disposing of their products. We find them conducting news stands, and lunch counters, tuning pianos, and engaging in many other lines of useful employment. Many are well educated and are taking their places as statesmen, musicians, and teachers. Why then should they not make good executives?

In the capacity of auditor in one of the largest firms in the United States, having offices in New York, Philadelphia, Washington, D. C., St. Louis, and other cities, I have had unusual opportunities for the past five years to observe the functioning officer of one of the leading organizations for the blind in America.

The duties of such an executive are fourfold. If he would have his work marked with the stamp of success he must demonstrate to four distinct groups of people that he is the man for the job.

First to be considered are those to whom he owes his position and to whom he is directly responsible, the official board of the institution.

Second, those to whom he looks for individual and financial aid, the public.

Third, those for whose benefit the organization is maintained, the blind and those threatened with blindness.

Fourth, those upon whom he depends to carry out the purposes of the organization, his own executive staff.

To meet the requirements of all four of these groups calls for the undivided time and interest of a man of no mean ability. Any person in such a position, whether blind or seeing, might well be proud to have it said of him that he had carried on successfully.

Given then a man of sufficient training and ability to perform satisfactorily the duties incident to these four groups, would the lack of eyesight be an insurmountable handicap?

Unquestionably he could serve the first three groups satisfactorily if he could master the last. The appeal of his own struggle and rise above

his misfortune would outweigh all his disadvantages in the eyes of the directors, the public, and his companions in misfortune.

The real question is, then, could a blind man maintain and control a leading organization for the blind such as here referred to, with a degree of efficiency and economy sufficient to justify his employment in preference to a seeing person?

Five fundamental features characterize a successfully managed organization:

1. A comprehensive plan
2. A capable and harmonious staff
3. A clear-cut delegation of authority
4. A carefully arranged and consistently followed routine
5. An effective check-up.

Let us consider each feature in turn and determine whether any of them present problems impossible for a blind man.

Comprehensive Plan—The executive must be capable of visualizing not only present conditions and needs, but the probable requirements of the future. He must be able to see how the manifold functions of his organization are to be carried on to the ultimate benefit of the blind.

The blind man may be slower to visualize situations; it seems inevitable that he should. So much seems to depend upon actually seeing things. Yet the very fact of his blindness cuts off other distracting influences and leaves him with more time and opportunity to concentrate on the actual problems of his organization. He would therefore arrive at his decision after more careful deliberation and might in the end produce better working schemes than the seeing person. It does not appear that blindness should stand in the way of success from this standpoint.

Capable and Harmonious Staff—This is essential to any successful executive and there is no reason why a blind man should be especially handicapped in finding and maintaining such a corps of assistants. There is a saying that no one would take advantage of a blind man. While this is not strictly true, I believe that men and women placed in positions demanding loyalty to a blind executive whom they respect will invariably give of their services in good measure.

Delegation of Authority—True it is that a very large part of the blind executive's authority must be entrusted to others. Yet every executive must delegate part of his powers, and the problem of the blind man differs only in degree, for

after all must not every executive depend upon the integrity of his staff?

Carefully Arranged Routine—Here again the blind executive may be handicapped at the outset; but by careful study and frequent regular conferences with the members of his staff he can keep his executive machinery as well oiled and as smoothly running as anyone.

Effective Check-Up—This feature, considered so essential by the modern business man, presents perhaps the most difficult problem to the blind executive. He must see that every one is on the job attending strictly to his duties at all times. He must see not only that the work is done but that it is done right. He must maintain a high standard of morale and a strict accountability at all times.

Here, if anywhere, might we expect to find insurmountable difficulties in the path of the blind executive. Yet by means of regular reports, both oral and written, by carefully devised schemes of internal check, by clear-cut assignment of duties and requirement of strict accountability for their performance, by the exercise of good judgment and sound diplomacy, I believe he can overcome his handicap even in this part of his duties and obtain satisfactory results.

On the basis of this brief analysis of the essential functions of the chief executive of an organization, I believe it is altogether possible for a blind man to fulfill all the requirements of such a position and to render service comparable with that of the best seeing person available.

My observations are supported in fact by the success of the man in question in meeting the complex and ever increasing requirements of his position, and rendering capable, efficient, and satisfactory service.

Accepting Mr. Lyle's conclusions, based upon his personal knowledge of one blind executive in a special complex field of executive work, as suggestive rather than conclusive proof, we proceed to enlarge somewhat upon the analyses of the eleven groups given us by Mr. Allen.

ADMINISTRATION

Of the 210 blind and partially blind persons returning their questionnaires, fifteen, or 7.14 per cent, all totally blind, are engaged in administrative pursuits. This per-

centage seems surprisingly large, and it is probable that more complete returns would show a smaller ratio of administrative blind people to the total blind people engaged in superior professions. These fifteen persons are distributed throughout the United States, seemingly in fair proportion to the country's gross population—eight from the East, five from the West, and two from the South. The fact that six out of this number are women is indicative of the ability of our blind women to take their places along with their blind brothers in the administrative field. The average age of this group is forty-eight years and the average service seventeen years, from which it appears that they, in general, assumed administrative responsibility at the age of thirty-one.

With a few exceptions, the preparation of these individuals for administrative work comprised a complete college education, often including special courses of one sort or another. The difficulty experienced most commonly was that of securing the necessary amount of sighted assistance in the form of readers. In their subsequent administrative work, the same difficulty of securing readers, coupled with that of proper guide service, is very much emphasized. In their professional affiliations, this group enjoys a rather extensive contact both with organizations for the blind and with other social agencies throughout the country. This indicates, it seems to us, two important facts: first, that our leading blind people sense the importance of modern social trends; and second, that work for the blind in many of its phases is gradually taking its place among the more scientific social activities of the country.

From the standpoint of remuneration, the average for this important group is surprisingly low, being only \$2,424 per annum, and this fact suggests the thought that the difficulty before mentioned of securing ade-

quate reading and guide service may be in reality a purely financial one. It is certainly true that no matter how able the blind person may be, it is more costly for him in time, strength, and money to do a given job as well as he could were he possessed of sight. The courage of these administrative people is indicated definitely in the rather limited advice that they offer their fellow-workers, which advice is comprised generally in the words, "hard work and persistence."

There are in the administrative group, as in each of the eleven professions here listed, certain outstanding or unusual persons. Since, however, the returns from these questionnaires do not include many of our well-known successful blind people, we are definitely refraining from emphasis upon any individual accomplishment, however exceptional it may be.

Further attention is called to the fact that nine of this group were either born blind or became so under fourteen years of age, and the remaining six subsequent to eighteen years of age. If their efficiency may be judged by their salaries, the advantage lies with the first group of nine, enjoying an average of \$2,606 per annum; the second group of six, receiving only \$2,152 a year.

BUSINESS

The number of blind people reported engaged in business is twenty-eight, constituting 13.33 per cent of those reported in all eleven professional lines. The distribution of these twenty-eight persons is proportionately heavier in the West and South than was that of the Administrative group—ten in the East, seven in the West, and eleven in the South. It is suggested that the greater success along business lines in the West, and especially in the South, may be due to less keenness of competition in these sections than in the eastern section of the

States. The very much greater predominance of men over women engaged in business activities, as such, is possibly due to the exposed and rugged nature of many of these enterprises. The average age of this group is forty-six years, which is two years less than that of the Administrative group; while the average time of service is sixteen years, or one year less than that of the first group. Deducting sixteen from forty-six, it would seem that the average blind person here reported engaged in business at the age of thirty.

Of this group of twenty-eight, only one reports a college education and one more, business training in connection with his high-school course. With only an occasional exception, the entire group gives "Experience" throughout the years as the sole preparation for their business success. As a group, they acknowledge little or no difficulty in securing what training they received for their business pursuits; but, in the subsequent conduct of their several enterprises, the difficulties incident to getting about and those incident to proper supervision of their sighted assistants are generally emphasized. What professional affiliations these individuals enjoy are confined, as might be expected from the limited nature of their preparation, almost entirely to men and women of their particular line of business.

In the matter of remuneration, the Business group as here reported, contrary to the prevailing idea, receive less income per annum than the Administrative group, namely, an average of only \$2,263. If the average income of such persons is indicative of the volume of business done, this fact may explain somewhat the twofold difficulty experienced. In other words, lack of sufficient income to justify guide service and to secure other proper sighted assistance may account for difficulties incident thereto.

DIVINITY

The group of blind people reporting here as feeling themselves divinely called to the ministry is fourteen in number, equalling 6.67 per cent of the entire 210. The geographical distribution of this group follows more closely the general population than does the Business group—seven in the East, four in the West, and three in the South. The predominance of men over women, namely, twelve to two, is at least what should be expected in this line of work, which does not in general recognize women as ministers in the technical sense of the word. As the average age of these individuals is reported as fifty-three and the average service is twenty years, it would appear that as a group they entered actively upon their ministerial duties at the somewhat advanced average age of thirty-three. It is interesting to note that eight of this number are totally blind, while six have partial sight. All of the six, however, require both a reader and a driver or guide, which definitely classifies them as blind. Three of the fourteen were blind from birth, six became blind before they were fourteen, and five lost their sight after they were twenty-one. If we may judge success by size of salary, we find that the nine born or becoming blind before they were fourteen enjoy an average salary of \$1,657; whereas the five becoming blind after twenty years of age enjoy an average salary of only \$1,140, which is an average for the whole group of approximately \$1,400.

Noting the advanced age at which this group entered upon their work, it is not surprising to learn that their preparation very generally included both college and seminary training. We find, also, that their professional affiliations are much greater than those of the Business group, and comparable to the associations enjoyed by those engaged in administrative work. The finan-

cial return of \$1,400 per person as compared with \$2,400 and \$2,200, respectively, for Administration and Business, would seem to be in proportion to the usual returns for these professions.

HOME TEACHING

The number of home teachers returning questionnaires is surprisingly low, constituting only 8.1 per cent of the total number. The distribution of these seventeen teachers—eight in the East, seven in the West, and two in the South, does not follow the general population as closely as the former groups; but, in light of the measure of organized work for the blind in the respective sections, this distribution is probably a correct reflection of the service rendered to the blind. While the women predominate over the men at the ratio of twelve to five, their superior number is not surprising when we think of it in relation to the part that women play generally in the field of teaching. The fact that 30 per cent of the number are men is probably due to physical difficulties incident to traveling long distances and to remote corners of the territory to be covered. The average age of this group is close to thirty-eight, and the period of their service averages eight years. Thus it appears that, in general, they began work at thirty years of age, which approximates the average of the Administrative and Business groups, and is three years younger than that of the Divinity group. Only two of these seventeen home teachers have more than 8 per cent vision, the two possessing 20 per cent only. Seven of the seventeen lost their sight subsequent to fourteen years of age, and ten were either born blind or became so prior to fourteen years of age. Here again the former group enjoy an average salary of \$1,217, while the latter receive \$1,334, making a general average of \$1,286. While this slight difference is not conclusive, it seems to point

toward the fact that those blinded later in life do not enjoy any financial advantage, so far as their employment is concerned, over those who are born blind or become so at an early age. It may be observed also that this average yearly remuneration is 8 per cent less than that enjoyed by the Divinity group.

An analysis of the preparation for its special work, which this group was privileged to take, shows only one complete college course; one two-year Social and Health Work Course; a few University Extension Courses; and special homework courses. The majority appear to have begun their work upon graduation from the high school department of some residential school for the blind. If, therefore, as seems probable, these home teachers are typical, from the standpoint of preparation, of American home teachers for the blind in general, there is tremendous opportunity for improvement in the personnel and equipment of the group responsible for this phase of superior professions. "Poor pay, poor preach," is true enough; but poor preparation is inevitably followed by poor service and consequent poor pay. The same demand for guide and reading assistance appears here as with the previous three groups; but there is even a greater lack, with this group than with former groups, of imagination and helpful suggestion; while their professional contacts and associations are exceedingly limited.

LAW

This group numbers twenty-five, or 11.9 per cent of the whole number of questionnaires returned; and the distribution—thirteen in the East, eight in the West, and four in the South, approximates the general population of the country. The fact that there are no women here represented as following the profession of law is interesting and will doubtless furnish grounds

for ample speculation as to the underlying reasons among our readers. The very recent advent of womanhood into our political life may be an adequate explanation, since a large percentage of lawyers of today find an outlet through politics for their activities. The average age of this group is forty-one years and the average service is thirteen years, from which we deduce that, in general, they entered upon the practice of their profession at the comparatively early age of twenty-eight years. Two only of the twenty-five can be said to have practical vision. Fifteen were either born blind or became so prior to fourteen years of age, while ten lost their sight in later life. A comparison of income shows that the former group receive an average of \$3,083 per annum, and the latter an average of \$3,263, making a general average for the entire twenty-five of \$3,109. It should be noted that while the average income of the group becoming blind later in life is somewhat greater than that of the other group, this difference is much more than covered by the fact that one man, who did not become blind until thirty-eight years of age, enjoys a salary of \$10,000. We do not, therefore, believe the findings here are essentially different from those of the previous groups.

With but few exceptions, the twenty-five lawyers here reporting have enjoyed both a college and law school preparation covering a period of six years or more; while all have had the equivalent of four years' academic work and a like period of preparatory legal training. As a group they have found no special difficulty incident to blindness as such, which fact leads us again to speculate as to whether their increased average income has not led them to minimize obstacles of this sort. It is natural, however, that the members of this profession should find sighted assistance very essential; but one is led to conjecture as to whether these blind people do not under-

estimate the amount of sighted service which every professional man requires and enjoys from his staff and other assistants. The professional associations enjoyed by this group seem to be somewhat in advance of those enjoyed by any other here given, and comparable to those of the Administrative group; which is probably the direct result of, first, their more extensive preparation for life; and, second, the more highly organized character of the legal profession itself.

LITERATURE

The number of individuals reporting as engaged in literary pursuits are only eleven, or 5.25 per cent of the total number—four in the East, four in the West, and three in the South. While three report themselves as partially blind, the degree of vision is so low as to classify them as totally blind. It is rather surprising to note that among this group of eleven only two are women. The average age is forty-five years and the average period of professional work, fifteen years. Here again the average age at which these blind people began their work is thirty, very closely in accord with that of the previous five groups. Six of this group were born blind or became so prior to fourteen years of age, and the remaining five, subsequent to that age. The respective incomes, although five report only “nominal returns,” would seem to indicate an average annual income of \$1,275. The six who were blind at birth or prior to fourteen average \$780 per year, while the group becoming blind later in life average \$1,870. Here again it should be noted that one of the second group reports a salary of \$5,000 per annum and another a salary of \$1,950; while the total number of individuals involved makes dependence upon the apparent result definitely uncertain.

Of this group, six enjoyed the advantages of college training and the remaining

five report “experience” only as their major instructor. We find, as we might conjecture from the small average income, that their chief difficulty was that of securing the necessary reading. Considering the nature of literature as a pursuit, this difficulty would naturally be proportionately greater than, perhaps, in any previously mentioned profession except, possibly, Law. The number of professional affiliations on the part of this group is comparatively small. This is somewhat disappointing inasmuch as it would seem unusually opportune for a writer to have some contact with those interested in his particular line of thought. Only two of the eleven report no published works, while the majority of the others run chiefly to magazine articles, covering a great variety of subjects, including poetry and politics.

MUSICIANS

This group of twenty-one musicians reports an average age of forty-five years and an average period of twenty-three years’ service. This indicates that they began service at the unusually early average age of twenty-two years. The distribution shows thirteen in the East, four in the West, and four in the South, which is not surprising, perhaps, when the greater cultural opportunities of the East are considered. Again the group includes seventeen men and four women, which is probably a relatively low percentage for the women; although the absence of any general statistics known to the writer leaves the whole question a matter of uncertainty. This group forms 10 per cent of the 210.

The educational background of these musicians rests principally upon their training in residential schools for the blind, only four of the twenty-one having enjoyed the musical facilities of seminaries or other musical colleges. A very much richer intercourse, however, with others of their pro-

fession is shown here than in any previous group. The chronic complaint of securing the necessary sighted assistance is very much in evidence. Among the general remarks the rather unique idea that their ambition should be to surpass their seeing friends is distinctly present. Among the chief difficulties encountered are those generally incident to competition with musicians generally.

It is especially worthy of note that everyone of this group was either congenitally blind or lost his sight prior to fourteen years of age; one only having as much as 20 per cent vision. The professional income of this group ranges from nothing, reported in seven cases, to \$2,200, showing an average of \$1,082 for the fourteen reporting actual figures. Disregarding the seven not reporting income, the remaining fourteen possibly compare favorably with the average composer, church organist, and theater player.

MUSIC TEACHERS

This group numbers twenty-eight individuals, constituting 13.3 per cent of the entire number returning their questionnaires. The territorial distribution shows ten in the East, eight in the West, and ten in the South. As to sex, the division is almost equal—fifteen men and thirteen women. The average age is forty-one years, average service, sixteen, and average age at which they began work, twenty-five. With one exception the loss of sight was congenital or prior to fourteen years of age. With the possible exception of four the entire group is classified as totally blind.

It is gratifying and somewhat surprising to find that 50 per cent of this group have had one or more years of conservatory or college preparation for their professional work. With no stated exception all are former pupils of some residential school

for the blind. The chief difficulties in the pursuit of their profession seem to be an inadequate supply of appropriate braille music, and chronic financial shortage. The average professional income of the twenty-two reporting figures is \$1,458 per annum. Music teachers would thus seem to rank financially somewhat higher than Musicians as such.

OSTEOPATHY

This group of fourteen osteopaths comprises 6.67 per cent only of the entire professional group of 210 returning their questionnaires. Their distribution is somewhat unusual, showing seven in the East, six in the West, and only one in the South. There are only two women among them, which is probably as reasonable a percentage as is found in Osteopathy generally. The average age of the group is thirty-nine years, the average term of service is eleven years, which indicates, in general, that they began their practice of osteopathy at the average age of twenty-eight years.

Five of the fourteen reporting became blind subsequent to fourteen years of age. Two of the five report 20 per cent of vision, with an income of \$3,000 each; while two others, totally blind, report respective incomes of \$3,000 and \$10,000; the fifth reports no income. All five received either college or osteopathic training subsequent to becoming blind.

Of the remaining nine losing their sight prior to fourteen years of age, none was congenitally blind. All of these, like the five above mentioned, enjoyed college or special osteopathic training. The average of six of the nine reporting income is \$3,066 per year.

Outstanding among the remarks of this very unusual professional group may be summarized: use of microscope, dissection, and technical reading. It is generally agreed, however, that difficulties which

cannot be surmounted directly can be worked out through other physicians. Professional affiliations with others of their particular group seem to be rather general. The rather unusual success attained by this somewhat unique group of professional blind people makes the limitations upon their practice laid down by osteopathy in general unhappy and unfair.

PHYSIOTHERAPY

This group is numerically smaller than any of the eleven professional groups returning their questionnaires. Of the ten, one only is a woman; two have 23 and 25 per cent of sight, respectively; while the remaining eight are classified as blind. Four only of the ten lost their sight subsequent to fourteen years of age. Their special training consisted of from three to six years of college and physiotherapy. Their affiliations are mostly, if not jealously, confined to their own particular group. In addition to the usual difficulties incident to readers and transportation, emphasis is here laid upon inability to convince the public of the ability of the blind physiotherapist to do acceptable work.

This group of ten constitutes 4.75 per cent of the entire group. It is distributed—five in the East, four in the West, and one in the South. The real value of the figures reporting their income, as in several other cases, is made doubtful by the presence of one unusually high income of \$12,000, the average for the entire group, with the exception of one not reporting, being \$2,975. Their average age is thirty-nine years and the average period of service, ten years, making the average at which they began work twenty-nine years. Owing to the \$12,000 income, three out of the four becoming blind subsequent to fourteen years of age show an average annual income of \$4,991.

TEACHERS

With the exception of the Business and Music Teachers groups, the teachers outnumber the other professions and constitute 12.86 per cent of the gross number of questionnaires returned. Their distribution of thirteen in the East, six in the West, and eight in the South is probably more nearly normal than several of the other groups. The ratio of ten women to seventeen men indicates strongly that the questionnaires returned from this group at least are out of proportion to the facts. Even a slight acquaintance with the teaching staffs of our residential and day schools for the blind leads us to believe that there are many more blind women than blind men engaged in professional teaching. This leads us to emphasize once again our belief that data based upon so small a number of questionnaires as here considered cannot be conclusive.

The average age is thirty-eight years, the average term of service is twelve years; which indicates that the average age at which they began teaching was twenty-six years. Five only of the twenty-seven lost their sight subsequent to fourteen years of age; ten report practical sight or more.

With the exception of four or five whose preparation was confined to residential schools for the blind, this entire group enjoys a college education, while a number of them have done considerable graduate work. All but seven of this group report extensive professional affiliations. The average of the twenty-three reporting income shows \$1,630 per year; while four out of the five becoming blind subsequent to fourteen years of age show an average annual salary of \$1,463.

CONCLUSION

The limited number of individuals in each of the foregoing "Superior Professions" makes it impossible to draw any

conclusions of more than passing value. The discussion above given, however, suggests many problems which are well worth further study by some research agency adequately equipped, financially and otherwise, for the purpose. Without doubt many of our blind people who, for one reason or another, have refrained from replying to the questionnaire sent out would do so if such questionnaire emanated from some well-recognized source as the American Foundation for the Blind.

As these lines are penned, the distressing news of the death of Dr. Pierre Villey, President of the Commission on Superior Professions of the World Congress on Work for the Blind, has come to our attention. Apart from the loss of our Chief in this immediate work, we deplore sincerely the deprivation which work for the blind throughout the civilized world has sustained in the untimely passing of this great educator and philosopher.

BLIND PENSIONS IN MILWAUKEE COUNTY

In July, 1933, the administration of blind pensions in Milwaukee County (Wisconsin) was taken over by the Aid Department of the Juvenile Court, which was already charged with the administration of Mothers' Aid.

The following excerpt from the report of Mr. Joseph Domachowski, the Director of Pensions, illustrates what may be accomplished by careful investigation, both in removing from the pension roll those who are not entitled to aid under the law and also in providing more adequate financial assistance to those who are actually in need:

In Milwaukee County there are 517 blind people recorded with the State Agency. Of these, 268 have not sufficient income to support themselves and are aided by the Blind Pension Law, with a monthly payroll of

about \$5,233. The supervision of these cases was handed over to the Aid Department in July, 1933. Each one was visited that month and again later a pension check was delivered and a friendly contact made. A change from quarterly to monthly payments of pension was made, which was much appreciated by the recipients. The majority of the pensioners were found to be living under fair conditions. Two elderly invalids who had become too great a care for the relatives looking after them were placed in homes for aged people. Eighteen were found to have insufficient income to live properly, and upon a report to the County Board, their pensions were increased. Thirty-four new applications have been investigated and reported to the Board, of whom twenty were granted pensions and fourteen were denied. Six who were living outside the county or state and merely returning to receive the check were proven to be non-residents and pensions discontinued. Six have died since August first.

Of the 268 cases studied, the majority, or 157, are over fifty years of age, 27 being helpless invalids needing constant care. Twenty-six are under thirty years of age, the able bodied being students in Teachers College, Vocational School, Marquette or Music Schools. Forty-seven are having instruction from the State Teacher in their homes.

Only eighty were born in Milwaukee County, and fifty-four others were natives of other Wisconsin counties. One hundred seventy-nine were American born, 38 from Germany, 16 from Austria, 15 Polish, 9 British, 6 Italians, 6 Norwegian, 6 Russian, and 2 Greek. In several cases both husband and wife are blind and there the pensions must care for the small children also. In two cases it was found that a Mother's Pension would take care of the family much more adequately, so after the County Corporation Counsel had ruled a blind father incapacitated, the aid was granted in Juvenile Court and the Blind Pension discontinued.

The blind people seem very appreciative of the regular visit of a probation officer, the monthly payment of check, and the interest shown in their individual cases.

OUTLOOK FOR THE BLIND

125 East 46th Street, New York City

Copyright, February, 1934

Subscription price — \$2.00 per Annum

Please send in promptly notice of change of address, giving both old and new; always state whether the change is temporary or permanent.

PERKINS MAGAZINE

The Perkins' Goat is the name of the new braille magazine published by the Boys' Upper School of Perkins Institution. Its aims, as expressed in the editorial columns of the first issue, are:

“First, to stimulate our students to genuine self-expression and creative writing; second, to keep former students and friends of Perkins in touch with activities and developments here; third, by book reviews and literary articles to help braille readers everywhere in their selection from the wide range of material now available.”

A subscription price of ten cents a copy (fifty cents for the first six numbers) has been set, a price which is, of course, below the actual cost of publication.

The *Outlook* wishes its new colleague every success.

BRAILLE MUSIC PRICE LIST

The National Institute for the Blind announces that, as the result of a full inquiry into the production of braille music and the requirements of blind musicians, it has decided to issue a new Music Price List at an early date.

The price will not in future be one quarter the cost of production, as in the past, but will represent a lower fraction of the actual cost. Foreign customers will be able to obtain braille music at the same price as English customers, and it is hoped that this change will benefit not only blind

musicians abroad who wish to buy music printed in England, but, by increasing the total sale of music, will be of benefit to British blind musicians.

Pending the issue of the new Price List, which should be ready in the spring of 1934, the present catalogue prices will remain in force for home sales, but purchasers from abroad will be able to buy at the price hitherto charged to British customers.

FOREIGN NEWS

The Blind Voters Act of Great Britain, designed and introduced into the House of Commons by Captain Ian Fraser, Chairman of St. Dunstan's, passed its final stage on July 18, 1933, when it received Royal Assent. The Act came into force on January 1, 1934, and will apply in any Parliamentary or Municipal election held after that date.

Frau Marie Lomnitz-Klamroth, the Head of the German Central Library for the Blind in Leipzig, was seventy years old on December 13. She was originally one of the founders of the Central Library, in 1894, and it is due to her constant interest and untiring efforts that the Library has been able to weather the difficulties met with in the forty years of its existence.

An interesting account of a bicycle made for the use of a blind and a seeing person by a Dresden society is given in a recent number of a German periodical. Two ladies' bicycles are used, joined by steel tubes at the ends of which are clips that go round the frames of the machines and are lined with rubber to prevent jolting on bad roads. The cost of the bicycle is about seventy-five dollars.

NECROLOGY

HERBERT H. WHITE

Herbert H. White¹, Treasurer of the American Foundation for the Blind since 1921, died at his home in Hartford, Connecticut, January 6.

Mr. White was born in Hartford July 3, 1858, and his life was spent in that city, where he was intimately associated with the banking and insurance institutions and where he conspicuously demonstrated his inherent purpose to serve as a useful citizen and a good neighbor. He was not graduated from the high school, for his parents were not well to do, and at fifteen years of age he accepted a minor clerkship in the Hartford Trust Company. Four years later he entered the employ of the Phoenix National Bank in Hartford. In 1899, when he resigned to accept an appointment as secretary of the Connecticut Mutual Life Insurance Company, he was an assistant cashier of the bank. In 1906, he was elected Treasurer of the Connecticut Mutual Life Insurance Company, in which capacity he was serving at the time of his death. In the same year, he was elected Director of the State Bank and Trust Company of Hartford and, when that institution was merged with the Phoenix National Bank, he was retained on the directorate of the Phoenix State Bank and Trust Company.

Mr. White was a member of the Board of Common Council of Hartford from 1893 to 1897, and served as an alderman for the two succeeding years. For twenty-six years he was a member of the West Middle School District Committee of his native city and he was also a member of the High School Plan and Building Commission.

He was elected a director of the Hartford Retreat in 1903 and was chosen President of the Board in 1928, which office he held at the time of his death. The new medical pavilion, installed at the Retreat several years since, was named for him.

Of Colonial ancestry, Mr. White was a member of the Sons of the American Revolution, and of the Society of Colonial Wars. During the World War he enlisted in the Connecticut State Guard, and in 1919 was appointed a lieutenant in the unit. In 1918 he served as a member of the Civilian Relief Committee of the Hartford Chapter, American Red Cross, in charge of work with disabled soldiers.

Mr. White's interest in work for the blind spans the forty years of organized effort in that field in Connecticut. He is almost the last of the devoted group of men and women who have made possible the enviable record of accomplishments of the Connecticut Institute for the Blind. He served as active Treasurer of the organization until the management of its finances was entrusted to the Hartford National Bank and Trust Company. At the time of his death he was Chairman of the Executive Committee of the Institute. His fellow-members of the Board, cognizant of his marked ability and interest, by tacit consent left with him much of the routine work of the Committee. Probably only those who were closely associated with him in the three departments of the Institute have intimate knowledge of his kindly and painstaking interest in the details of the work. It is their unanimous testimony that a man of exceptional sympathy, understanding, and ability has gone. Long in the memory of those who knew him best will dwell the realization that he stood staunchly and patiently by the work in the days when it lacked popular appeal and when the financial responsibilities were pressing and heavy. His cheerfulness, and unques-

¹ See Frontispiece.

tioning faith that ultimately there would be found a right and best way to accomplish the necessary ends, are indelibly associated with the man.

He had been a Trustee and Treasurer of the American Foundation for the Blind since its inception. His interest in the national work was of the intent quality which marked his services elsewhere. All through the years, he was a faithful attendant at meetings of the Foundation's Executive Committee until the last months, when his failing health prevented. No phase of the work for the blind failed to enlist his warm sympathy, and he was particularly interested in the problems of their employment. His attitude was always marked by cheery optimism and encouragement as to the possibilities of solving the problems of those without sight. When the Foundation was making its preliminary arrangements for the World Conference on Work for the Blind, Mr. White accompanied Mr. Irwin to Vienna and other large centers on the Continent to secure the interest and co-operation of leaders in the field.

Mr. White will be remembered when others have been forgotten. Honesty, loyalty, patience, cheerfulness, and plain good sense were blended unusually and choicely in his character. To the end there were no falterings, no false notes, no mistakes of judgment to mar the uncommon record he had made; he lived a commonplace life so well that posterity will know that he has lived.

S. K. R.

SUPERINTENDENT WILSON RESIGNS

As we go to press comes the news of the resignation of Mr. George S. Wilson, Superintendent of the Indiana School for the Blind, to take effect March 1.

All workers for the blind will hear with regret that such a veteran worker is leav-

ing the field in which he has served for thirty-six years.

A brief biographical sketch of Mr. Wilson will be published in the April number of the *Outlook*.

SENSORY COMPENSATION, OR THE VICARIATE OF THE SENSES

(Continued from page 12)

S. C. Swift, who says that he has mingled with blind people of all ages for thirty years).

The public, however, insists upon its accuracy, and calmly assumes that the blind do not grasp the point at issue, or affirms that those who protest are unbelievers in the goodness of God. Now the overthrow of the theory that we specially compensated for the loss of sight will destroy the false impressions regarding our wonderful memories and all the other fantastic notions, and the way will be opened for common-sense treatment of the training and employment of the blind. It is notorious among the blind themselves that numbers of them are not at all musical, and that mechanical ability is not a conspicuous feature. Many blind are very deficient in hearing, in smell, and in the sense of touch itself.

(To be continued in the April issue)

NEW DEVICES FOR THE BLIND

(Continued from page 18)

possible users. Such information can always be had from the Foundation, but if a catalogue, issued annually, could list every piece of apparatus made, giving a short description with perhaps a picture, I think it would stimulate interest in the devices, extend their use, and even save time for some who, not knowing of devices already made, have invented identical ones for their own use. Manufacturers would be expected to do their part in the publication of such a catalogue, provide the cuts, and pay a proportional share of the printing and distribution of the booklet, which should go to every agency for the blind.

BULLETIN BOARD

News items from agencies for the blind in all parts of the country are desired for these pages. All manuscripts should be in the Editor's hands four weeks before the date of publication.

Colorado School for Deaf and Blind—Pupils of the rhetoric class have sold two short editorials to the David C. Cook Publishing Company and also placed an article on animals with the *Denver Post*. This brings the total number of editorials, poems, and articles sold by pupils of the School up to thirty-three, about a dozen different companies being purchasers.

St. Louis Society for the Blind—The annual meeting of the St. Louis Society for the Blind was held on January 5, at the Missouri School for the Blind. An address on "Experiences in the Arctic Zone," with illustrations, was a feature of the program New members elected to the Board of the Society are: Mrs. John F. Shepley, Miss Mary G. Reber, Mr. Oscar L. Biebinger, Dr. S. Woodruff, Dr. John MacIvor, and Mrs. Anna F. Harris.

Minnesota State Organization of the Blind—Ordinances regarding the use of white canes have been passed in St. Paul and Minneapolis, largely through the efforts of the Organization. A bill to make these measures state wide was passed by the Assembly of the State Legislature but was tabled by the Senate.

Connecticut School for the Blind—Last year a 4-H Club was organized among the boys of the School, and a group of six boys engaged in poultry-keeping, both for its possible vocational value and for the financial profit they would derive from it. This year a 4-H Club has been formed among the girls, and they also have gone in for poultry-raising. There are three teams, each composed of two girls. Each team cares for a flock of thirty hens. They have a newly erected poultry-house of modern design and are fully as enthusiastic about the work as the boys A short time ago a skee-ball alley was installed in the gymnasium building, and the boys are deriving a great

deal of enjoyment from it. The various pockets are equipped with bells of different tones which ring whenever a successful shot is made, thus enabling the player to know the score he has attained. Blind boys can play this game as accurately as they can bowl, and it has the advantage that no one is required to set up pins while the players wait for him. Skee-balling affords fully as much amusement, exercise, and opportunity for competition as bowling, and offers a pleasant alternative for the latter sport.

Shreveport Association for the Blind—The making of fiber flowers has been begun by the Association, and three blind people have already begun to learn this industry. It is hoped that in another year a sale for these flowers can be worked up.

Adult Blind Home and Association for the Blind (Denver)—Dr. Clinton G. Hickey, for sixteen years President of the Board of the Adult Blind Home, has resigned and Mr. O. L. Shuman, a business man in Denver, has been named to succeed him. Other officers elected at the annual meeting in December were: William T. Eccles, Vice-President; Kathryn C. Barkhausen, Secretary; Edwin J. Clark, Financial Secretary; F. D. Stackhouse, Treasurer, and Louis C. Jackson, blind member of the Executive Committee.

Ohio State School for the Blind—A library is being built up for the use of teachers and others interested in various phases of the work for the blind. The cataloguing is being done under the direction of a member of the staff of Carnegie Institute of Technology and already several thousand reference cards have been prepared. Various vital subjects are being selected and assigned to teachers for groups of research in connection with a definite study plan.

Oregon Blind Trades School—An exhibition of the activities and trades taught in the Oregon Blind Trades School was given in the auditorium of the Meier and Frank department store in Portland. One of the features of the program was Anna Lee Snyder, a blind psychic, who answered questions mornings and afternoons each day. Educational talks and musical programs were also arranged.

Detroit League for the Handicapped—The new headquarters of the Detroit League for the Handicapped is at 316 East Jefferson Avenue, Detroit, Michigan.

Pennsylvania Association for the Blind—The Federal Emergency Educational Relief program has arranged for a series of classes for adults to be conducted at the headquarters of the Association. Five courses will be offered, namely, American history, English, music, public speaking, and drama production. The work has been planned to elicit the highest possible degree of self-expression on the part of the students, and free discussion will be encouraged. Courses are open to the public as well as to workers in the Association building.

Georgia Association of Workers for the Blind—Officers of the Fifth District Chapter of the Georgia Association of Workers for the Blind during 1933-34 include: Mr. J. T. McGrath, President; Mrs. Raymond Wolfe, Secretary; and Mrs. Morris Hirsch, Treasurer There are now twenty-three blind workers employed at the Community Shop, engaged in making various articles.

Lions International—The annual report of Lions International states that out of a total of 1,277 activities reported during the year, 394 Clubs furnished 3,987 pairs of glasses for children with faulty vision; 84 gave optical treatment to 465 children; 33 financed 54 eye operations; 26 purchased artificial eyes; 26 conducted eyesight surveys; 17 operated eye clinics; 10 established blind men in business; 12 kept blind children in school; and 1 Club established and maintained a camp for blind

girls A recent development in the work of the Lions Club of Orlando, Florida, is the addition of free correspondence courses in braille for blind persons speaking Spanish, Italian, French, German, or Swedish. These courses were carefully prepared and were checked by a qualified linguist. They are offered in addition to the regular correspondence course in braille for the English-speaking blind.

Canadian National Institute for the Blind—On October 27, a Memorial on Pensions for the Blind, addressed to the Government of Canada and signed by all Canadian organizations of and for the blind, was forwarded to the Prime Minister under a covering letter signed by the President of the Institute. Later a complete replica of the Memorial was mailed to each of the nine Provincial Premiers. In December, representatives of the Canadian Federation of the Blind and the Canadian National Institute for the Blind met with the Honorable R. D. Bennett, Prime Minister of the Dominion, to discuss possible action. The Prime Minister was sympathetic to the problem but explained that present economic conditions made it practically impossible to advance a blind pension plan at this time. . . . After careful investigation, the industrial department of the Maritime Division of the Institute was temporarily closed, and seven of the eight totally blind operatives were transferred to the Ontario broom factory, located in Toronto. Efforts are being made to find employment for the eighth in Halifax since he preferred to remain there. The sales territory of the Maritime Division was turned over to the Ontario factory as an outlet for the resultant increased production. The expense of moving the workers and their families and getting them settled in Toronto was borne by the National Institute, and all parties concerned appear to be satisfied with the arrangement.

Perkins Institution—On December 17 the Perkins choirs gave their annual Christmas concert in Jordan Hall, Boston, and on Thursday evening of the same week repeated the concert at the School "The Valiant" by Holworthy Hall and Robert Middlemas was pre-

sented by a speech class of Upper School boys in December Just before Christmas, Mr. Farrell arranged a series of chapel talks by the foreign students living at Perkins. Each person told of the Christmas customs in his own country. There were representatives from India, Norway, Canada, Japan, and Greece. An English member of the staff told of the Christmas customs in England Miss Marion Reimon of Boston University has been giving a course at Perkins on "The Changing School." The staff members availing themselves of this opportunity for further study will receive credit at Boston University Experimental classes are being held at the Boston Museum of Fine Arts, to acquaint some of our students with the history and aesthetics of art. Another group of Upper School boys has gone in weekly to the Fogg Art Museum, in Cambridge, where Mr. Frederick Robinson is continuing the work begun last year along this line.

New York Guild for the Jewish Blind—The circulating library of the Community Workers Auxiliary of the New York Guild for the Jewish Blind has become a very interesting part of their work. It has been necessary for them to turn over an entire floor for the use of the library and the book-binding department.

The library is in constant use by the number of students who come to the Community House and is circulated to those applying for the use of its books. In the past year a new feature has been added to the Community Workers' educational program. Many sightless high-school and college students, unable to prepare their assignments merely by having their texts read to them, requested to have a certain amount of textbook material transcribed into braille. The advantages of such texts are obvious. Students can read and reread their assignments as many times as the subject matter may require, until they are thoroughly familiar with it. Besides the need for textbook material, there have come many requests for books on Jewish subjects not found in other braille circulating libraries. These are being taken care of, as well as books in French and other foreign languages. Through the generous aid of a staff of volunteer braillists, most of

whom had been trained at the Community Workers, all texts are transcribed and bound for the use of the blind.

There are at present well over three hundred volumes available to blind readers on all subjects. New volumes are being added constantly.

Many law books have also been added and the Community Workers welcome requests for new books, both fiction and non-fiction. The library is open from 9 A.M. to 10 P.M., and requests for books will be attended to promptly. There is no fee connected with any of the Community House activities. The handicap of the person applying is his card of admission.

Texas School for the Blind—During the year 1932-33, the medical department of the Texas School for the Blind was unusually busy. The enrolment for the year was 240 children, ranging from 6 to 21 years of age.

The medical department consists of an oculist, a general practitioner, and a dentist, who are on a part-time basis, and a full-time trained nurse, who has several assistants. The hospital is located on the northwest part of the campus and is some distance from the main school building and the cottages.

The eye, ear, nose, and throat department had a very busy and successful year. Three children were sent back to the public schools because of improved vision. There were 4 pupils in the school who had active trachoma, in varying stages. These patients were treated daily and were much improved at the close of the school year.

In spite of the several epidemics, 49 operations were performed. The operations performed consisted of cataract extractions, needlings, plastics, muscle removal of the eye, and tonsillectomies. No post-operative infections occurred in a single case.

In addition to the above operations, the oculist examined each of the students once in the fall, when school opened, and just before school closed, in June. During the school year 7 children were refracted and had glasses prescribed. In conjunction with the scaling operations, over 37 radium treatments were given, each one averaging from 3 to 5 minutes in duration.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind.

Dr. Sara Stinchfield, in her new book *Speech Disorders* published by Harcourt, Brace and Company, devotes the better part of Chapter IV to a discussion of speech disorders among blind children. There are also references to the speech of the blind-deaf. The study is built upon investigations conducted at Perkins Institution and the Pennsylvania Institution for the Instruction of the Blind.

"Case of Hysterical Blindness from Early American History" by C. N. Allen, in the *Journal of Abnormal and Social Psychology*, tells of the attacks of blindness suffered by General Clinton of the British army during the Revolutionary War. New data is found which clarifies the story of the victory of Washington over Cornwallis at Yorktown in 1781, part of which is of psychological and psychiatric interest.

The American Journal of Public Health for September, 1933, carries an article by Alfred F. Hess and Daniel B. Kirby, "The Incidence of Xerophthalmia and Night-Blindness in the United States—A Gauge of Vitamin A Deficiency." In spite of recent knowledge in regard to vitamins and collected data as to their distribution among the various foods, it is still a moot question whether there is a sufficiency of these essential food factors in the American diet. This question is particularly acute in regard to the adequacy of vitamin A in the diet of both children and adults.

The *Delineator* for November, 1933, has a Christmas story by F. Fraser Bond, called "And It Came to Pass" in which the principal character is blind.

Occupations—The Vocational Guidance Magazine, October, 1933, has an article "Vocations for the Handicapped" by Seville Millar and Louise C. Odencrantz. While this study deals with all handicapped classes, it contains much of interest on the subject of vocational guidance for the blind.

Miss Odencrantz also has an article in the *Social Service Review*, September, 1933, "A Research Program in the Field of the Physically Handicapped." The writer contends that "the planning of a research program requires an awareness of the all-round needs of the individual who is physically handicapped, and a translation of those needs into services for the group."

"See and Believe" by F. H. Brennan, is a story in *Collier's* for January 27, 1934, in which the principal character, born with cataracts on both eyes, regains his sight at the age of twenty-two.

The question of Guide Dogs for the Blind was one of the many subjects discussed at the quarterly meeting of the General Committee of the Northern Counties Association for the Blind, Manchester, England. A nineteen-page mimeographed report of this meeting is now available.

"Shepherd Dogs to Guide the Blind," an illustrated article in *House and Garden* for January, 1934, is a description of the "Seeing Eye" institution in Morristown, N. J., which was founded by Mrs. Dorothy Harrison Eustis.

HELGA LENDE

BOOK NEWS

HELEN KELLER'S TEACHER

ANNE SULLIVAN MACY: THE STORY BEHIND HELEN KELLER, by Nella Braddy. Doubleday, Doran & Company, Inc., Garden City, N. Y., 1933. 365 pp., \$3.00.

A reading of this triumphant story brings to mind an experience at a German institution for the deaf, in 1909, while Europe was still skeptical about Helen Keller. The Director had taken me over his school. Then, saying that his teachers wished to meet me, he left me with them at mid-morning lunch. As soon as courtesy allowed, their spokesman, rising, asked inquisitorially:

"You know Helen Keller?"

"Yes, I have known her and her teacher rather intimately for twenty years."

"Is what they say of her true?"

"In general, yes indeed; in some particulars, no, as when a newspaper reported her as going out cycling alone and being able to guide herself without difficulty. Such absurdities must be expected, for Helen Keller has long been first-page news."

"Of course, but did she write the letters and articles attributed to her?"

"Yes, certainly."

"You mean, do you not, that she typed them from her teacher's dictation? We are skeptical about the authorship. We cannot believe that a girl who is both deaf and blind can use language so much better than any deaf person we have ever known, as she appears to do. No; we think that the stories about Helen Keller are *amerikanisch*."

Now this to me, a visitor, seemed almost rude; but remembering that we were all fellow-teachers and that not a few Ameri-

cans were similarly distrustful, I explained that, while Helen was a rare pupil, her teaching had been done under exceptionally favorable conditions, the chief of which was the teacher; that Miss Sullivan, though unable to spell her own name at the age of fourteen years, had been, while attending Perkins Institution, perhaps the most avid and original pupil it had ever had; that in giving Helen the key to language and in the way she went about instructing her, she had shown the creativeness of a born teacher; also, that no less a personality than Alexander Graham Bell had recognized her originality and superior effectiveness. No indeed; the believing championship of Helen and Miss Sullivan by many of the internationally known of our people should be accepted as proof that it was genuine and justified.

This episode impressed me tremendously. When I told Miss Sullivan about it she laughingly said that it did not surprise her; that for years one foreigner after another had visited them, often prepared to scoff but always leaving to praise—Helen; yes, Helen alone. But why so? Miss Braddy correctly ascribes it to the startling revelation Helen is of happiness, of overwhelming animation, of gracious manners, of bright responsiveness—all summed up in the word "charm." Naturally most of these people were satisfied to bask in this, scarcely noticing the teacher who, while always present and alert, chose to stand aside, happy in the shadow cast by her incomparable pupil. Her understanding friends know that her anxiety has ever been to guard and to protect Helen from the over-zealous interference of others; and that in so doing she has sometimes made enemies—which is to her credit. But she has made most acquaintances her friends—which is even more to her credit.

This book, *The Story Behind Helen Kel-*

ler, seems to me, and to most with whom I have talked, wonderfully well and graphically told. (At the time of this writing a third edition has been ordered.) Perhaps Miss Braddy, who is of Welsh descent, has overemphasized the Irish element throughout; also overdone, some friends say, the almshouse experiences of Annie Sullivan when a young girl. But both factors must have been of fundamental influence; and every factor should be analyzed and studied in order to account for what followed. Miss Sullivan had native wit, vivacity, and she brought to school resourcefulness and strength. Few knew of her having lived among the pauper women of Tewksbury. No one who now first realizes the luridness of her life there can but admire her all the more for rising so high above it. Of course, she resented the rigid, puritanic atmosphere of Perkins Institution. By contrast its atmosphere must have seemed to her stupid and dull and antipathetic; for she still resents it. While Miss Braddy admits that the discipline there was what the rebellious pupil needed, she undervalues the golden opportunity the six years at such a school supplied. This girl had come there determined to make up for past years and lost opportunities. Her pre-school experiences had certainly sharpened her wits and left her critical and controversial, independent and unruly. In general, her schoolmates did not interest her nor she them. Doubtless they feared her tongue. One of them has told me that even the teachers might be brought to book by it over stated questions of opinion or of fact, since whatever Annie Sullivan had studied she knew and could explain in a flash. We learn from our "story" that this ability, earnestness, and evident sincerity won the admiration of certain of these teachers and of her housemother, all of whom quietly tutored and otherwise helped their

brilliant charge, a guidance and control which more than once kept her from being expelled for insubordination and which left her at graduation the unquestioned valedictorian of her class.

So when, soon afterwards, Mr. Anagnos sought a teacher for the deaf and blind girl in Alabama, Annie Sullivan was not only his most available choice but also the most promising his staff could think of. He offered her the post and had her spend six months back at school preparing herself. She there read all Dr. Howe had written touching his education of Laura Bridgman, and she talked about it with Laura herself; so that when, in the spring of 1887, she went south, she had formulated her general plan of attack. But the reader who would comprehend her triumphal progress should realize that the manner of the instruction resulted from the teacher's own experience, during years in which she had made her poor eyesight an advantage to her, and that when through an operation she got better sight, she had read much and furiously, epitomizing, as it all did, eagerness to learn that knew no bounds and that paid little attention to conventional method. But it had this additional advantage: a mutual faith, dependence, and love had come to pupil and teacher which, added to their combined concentration of purpose, made for results that are unmatched. Here we see genius.

Obviously Miss Sullivan's initial task was how to get across to Helen the realization that finger-spelling would open the door to full communication between them and others. The knowledge that this had already been done with Laura, and of how it had been done, must have helped mightily. Anyhow, she succeeded in achieving within weeks what it had taken Dr. Howe and his special assistant as many months of experimentation to accomplish.

This key being supplied, no further push was needed: the two went about spelling back and forth all day long the names of the things they met with. The technique of this teaching—objective, realistic instruction based on freshness and interest—is Socratic as well as modern and had doubtless suggested itself to the teacher who had the uncommon common sense to follow its beckonings.

But how did she impart the knowledge of abstract words? She didn't impart it; she let Helen gain it as any bright child does, through gradually sensing the meaning of such words by context or association with words already understood; and she did this by always using complete sentences, not alone through finger-spelling, which was both reading and writing, but also through the printed page of embossed books. For a time the now inspired teacher made reading a game, the game of searching for known words; and she tells how the child used to exult whenever she found one. The same applies to idiomatic expressions. This pupil did not need the corrective of grammar: her shut-in-ness protected her from contact with incorrect English. (Most of their lives both teacher and pupil have mingled much in the society of people of culture.)

So Helen's education progressed and, because of suffering no interfering reviews and examinations (though she was encouraged to tell her parents about everything), learning never became a task. It was the pupil who always did the pushing and the motivating, rather than the reverse. It was the child who said: "I must speak like Ragnhild Kaata"; and somewhat later: "I am going to college." Both these things she did, the teacher serving as interpreter at Radcliffe. Miss Sullivan had Miss Sarah Fuller, the well-known head of the Horace Mann School for the Deaf, in Boston, teach her to speak. Again, when the eager child,

through often meeting the word God in her reading, demanded an explanation, the wise teacher, perceiving the futility of trying to make this herself, took Helen to Phillips Brooks who well knew how to identify Him with the idea of love, which she passionately understood. Dr. Howe had explained God to Laura in the same way but he had to do it by letter from abroad. This letter is in print and is a revelation of his religious life.

The sympathetic will always consider Helen and her teacher together. Nevertheless, the student who considers that they are essentially one should know that they have always been in many respects unlike and are, therefore, two. They differ in native intelligence, Mrs. Macy being the more *intellectual*, Helen the more plodding and ambitious, the thinker, and the linguist. They differ in their philosophies and in religion. Each has her own characteristic style of written expression; each her own personality and individuality. (See the sheaf of beautiful letters in the chapter entitled "Fortunate Isle"; note on page 251 the letter describing sights and sounds to Helen.) It is plain that in some ways each produced the other; that it was opportunity which developed the teacher, as it was opportunity which made Grant and Lincoln. Inevitably the ever studious teacher grew along with her "always happy" pupil. But it was not the pupil who was the genius; it was the teacher, the result being the composite product of an ideal pupil and of extraordinary teaching.

Dr. Bell, as already indicated, perceived in all this an educational revelation and asked Miss Sullivan to describe her methods and technique in detail. He assured teachers and educators in general that she had for them a very definite message. However, it was but natural that people should look upon Helen Keller as pure wonder,

first as a miracle child, then as a miracle woman. Even most teachers still prefer to do so. The Europeans seem now to be more understanding than we.

But the miracle is really Mrs. Macy, only I prefer to call it genius, one symptom of which is "an immense capacity for absorbing essential knowledge from every kind of contact." At Tewksbury she had absorbed vicarious experiences of life which, instead of harming her, somehow helped her. At Perkins she was brought into contact with the life of intellect and of culture, which she readily made her own. In and through her selfless devotion to Helen she found her soul.

Fortunate, indeed, is it that Mrs. Macy has at last told her story in this book. By bringing it out the author and publishers have surely earned the gratitude of teachers. A doctorate thesis on the debt of general education to special education is long overdue.

EDWARD E. ALLEN, D.Sc.

SPEECH DEFECTS AMONG THE BLIND

SPEECH DISORDERS: A PSYCHOLOGICAL STUDY OF THE VARIOUS DEFECTS OF SPEECH, by Sara M. Stinchfield, Ph.D. *Harcourt, Brace and Company, New York, 1933. 341 pp., \$4.00.*

In 1928 Dr. Stinchfield published *The Psychology of Speech* and *Speech Pathology*, two books which were important contributions to her subject and have helped to place scientific speech correction on a professional level. In both she made some reference to her work with the blind, having completed surveys in Perkins Institution and the Pennsylvania Institution for the Instruction of the Blind which indicated even a graver need for her work in institutions for the blind than in schools for the seeing. Not only did she find a higher percentage of blind pupils requiring speech correction, but she became con-

vinced that any speech defect was a vital hindrance to social success to one already laboring under a major handicap like blindness.

Speech Disorders: A Psychological Study of the Various Defects of Speech is a much more ambitious volume than her earlier books and will be widely read and quoted.

In Part I, "The Nature of Speech Disorders," we find the first two chapters devoted to the speech of infancy and childhood, with an extensive classification of speech disorders under seven main heads. In the succeeding five chapters, these disorders are described in detail with illustrative cases, accompanied by suggestions for their treatment. Dr. Stinchfield's discussions show a scholarly range of facts, but she never loses touch with her practical aim of speech correction, and while the book will perhaps be most widely read by specialists, it will also serve as a convenient reference book for anxious parents and discouraged teachers. Dr. Stinchfield's illuminating descriptions may often help in deciding whether or not the case which happens to be causing anxiety in school or home is a major disorder demanding expert attention without delay.

Readers of the *Outlook* will be particularly interested in Dr. Stinchfield's discussion of speech disorders among blind children.

. . . . It is our belief that children who suffer from a defect or from deprivation in one of the senses, are more prone to acquire a speech defect than are children without such a special handicap.

The question of the relation of the blind child to certain disorders of speech is important, because usually such defects are remedial, and the prognosis is much better than in the case of the deaf child. Frequently it is also better than in the case of the crippled child, in whom certain muscles associated with speech may be involved in paralysis or injury, and limit the possibility of attaining normal speech (p. 63).

Dr. Stinchfield reports upon speech surveys in three American and two Austrian schools for the blind. In all of these the commonest type of speech disorder was dyslalia, the cases ranging from mild oral inaccuracies and letter substitutions to nasal speech, lisping, and severe oral inaccuracies. Stuttering was found in all these schools, there being cases enough to justify the employment of a teacher of speech correction for this defect alone.

In spasmodic dysphemia (stuttering) we have a speech disorder to which children may easily become subject, if for any reason they labour under great nervous strain, tension, fear, depression, or feelings of inferiority. In the schools for the blind we have found not only spasmodic dysphemia, but other forms of dysphemia such as hysterical stuttering, voluntary muteness, neurotic lisping, and rapid, cluttered speech,—the speech disturbance being sometimes chronic, but often intermittent and variable (p. 67).

As the number with speech defects in the schools tested approximates 50 per cent of their total enrollment, the seriousness of the situation is apparent.

Part II is devoted to statistical studies of data collected in testing over three thousand college girls and many groups of children in the public schools. At the end of the book, Dr. Stinchfield gives some typical case history studies and an annotated bibliography of diagnostic speech test material.

SAMUEL P. HAYES, PH.D.

THE "ZIEGLER" IN MOON TYPE

The *Matilda Ziegler Magazine for the Blind* announces a Moon type edition, the first number to appear about March 1. Until this year, material in Moon type has been published only in England from movable type. The *Ziegler Magazine*, however, will use a recently developed machine by which the printing will be done from metal plates like those used in braille publishing.

Widely Endorsed!

BLINDNESS AND THE BLIND IN THE UNITED STATES

by

HARRY BEST, Ph.D.

A completely rewritten edition of Dr. Best's famous book *The Blind*, based upon years of closest study of the field.

Organized efforts for prevention; the condition of the blind in various aspects; a system of pensions and indemnities for loss of sight; and analyses of organizations in the field, are among chapters in this comprehensive work.

(Endorsed by three leading associations)

At all bookstores

\$6.50

The Macmillan Co.

60 Fifth Ave.

New York

POSITIONS WANTED

TEACHER OF LANGUAGES—Young blind man, graduate of Iowa School for the Blind and of the Iowa State Teachers College, having knowledge of Latin, French, Spanish, Italian, Bohemian, Irish, and Esperanto, knowing a little German, Hungarian, and Roumanian, desires position as teacher of French, Spanish, Latin, or English in a school for the blind. Phonetics, pronunciation, and conversation a specialty. William P. Morrissey, 22 North Gilbert Street, Iowa City, Iowa.

TEACHER OF ORGAN, PIANO, VOICE, OR THEORY desires position in school for the blind. Graduated from New York Institute for the Education of the Blind and studied at the Master Institute and Columbia University. Is a Fellow of the American Guild of Organists and a holder of one of the Foundation scholarships for the year 1932-33. Experienced in playing church services and teaching music. Can furnish references. Ruth Johnson, 611 West 114th Street, New York City.

APPLIANCES AND GAMES
FOR THE BLIND

The American Foundation for the Blind carries a full line of appliances and games manufactured by the National Institute for the Blind, London, England.

Price list will be sent upon request.

AMERICAN FOUNDATION FOR THE BLIND
125 East 46th Street, New York

TEACHER—Sighted graduate of a State Teachers College wishes to teach in a school for the blind. Experienced as teacher of elementary grades, principal of a small school, and teacher in a colored normal school. Florence Carleton, 17 Sheridan Road, Swampscott, Massachusetts.

AMERICAN FOUNDATION FOR THE BLIND, Inc.
125 East 46th Street, New York, N. Y.

I wish to become a	☐ Professional* \$	2 per annum	member of the Foundation
	☐ Contributing	10 per annum	
	☐ Associate	25 per annum	
	☐ Sustaining	50 per annum	
	☐ Patron	100 per annum	
	☐ Life	1000	

paying per annum.

Name

Business Address

Residence Address

..... Date.....

* Must be actively engaged in or connected with work for the blind.

OUR CONTRIBUTORS

EDWARD E. ALLEN, D.Sc., is Director Emeritus of Perkins Institution and was connected with that institution when Mrs. Macy was a student there.

MURRAY B. ALLEN* is Executive Secretary of the Utah Commission for the Adult Blind.

FRANK C. BRYAN is Manager of the Howe Memorial Press.

DORIS E. FOSTER and LUCIA C. MULLIGAN are teachers in the Home Economics Department of the New York State School for the Blind.

SAMUEL P. HAYES, Ph.D., is Consulting Psychologist for the American Foundation for the Blind, and Professor of Psychology at Mt. Holyoke College. Dr. Hayes has

* Blind.

HOW TO TEACH ADULTS REVISED BRAILLE

By DIANA HIRSCHLER

A guide for the use of seeing friends who are helping blind beginners to learn braille.

May be obtained from Diana Hirschler,
Room 1154, 125 E. 46th St., New York

standardized the Binet-Simon Tests adapted for use with the blind. He has for some years been Director of Psychological Research at the Pennsylvania Institution and Perkins Institution.

H. RANDOLPH LATIMER*, Ph.B., is Executive Secretary of the Pennsylvania Association for the Blind and supervises the Pittsburgh Branch of that organization.

EDWARD M. VAN CLEVE, now Superintendent of the New York Institute for the Education of the Blind, was formerly Superintendent of the Ohio State School for the Blind.

FORM OF BEQUEST

I give and bequeath to the American Foundation for the Blind, Inc.
125 East Forty-sixth Street, New York, N. Y., the sum
of _____ Dollars
for the general use of said corporation.

(Signature)

(Address)

PUBLICATIONS OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

EDUCATION

- Adaptation of Educational Tests for Use with Blind Pupils**
By Kathryn E. Maxfield 75c
- The Blind Child and His Reading—A Handbook for Teachers of Primary Braille Reading**
By Kathryn E. Maxfield..... \$1.75
- The Blind Child in the World of Nature—A Report of a Nature Study Project**
By Dorothy Dean Sheldon..... Free
- The Dalton Laboratory Plan in a School for the Blind**
By Helen Parkhurst and J. M. Ritchie.... Free
- The Department of Special Studies**
By Frieda Kiefer Merry, Ph.D...... Free
- From Homer to Helen Keller**
By R. S. French, Ph.D.\$2.25
- General Science—A One-Year Course of Study Adapted for Use in Schools for the Blind**
Compiled by the General Science Committee 50c
- Present Status of Instruction in Primary Reading in Residential and Day School Classes for the Blind**
By Kathryn E. Maxfield..... 25c
- Reading Lists on Phases of the Education and Psychology of the Blind**
Compiled by Helga Lende..... Free
- Suggestions for Motivating Primary Braille Reading**
By Frieda Kiefer Merry, Ph.D...... 25c
- Touch Reading of the Blind**
By Karl Bürklen. Translated by Frieda Kiefer Merry, Ph.D. \$2.00

HOME TEACHING

- Case-Work Principles in Work for the Blind. A Symposium (Reprinted from the Outlook for the Blind)**
By Helen P. Kempton, Ethel L. Harvey, Mary Virginia Miller, Calvin S. Glover, and Eva B. Palmer..... 25c
- Home-Teachers—Sightless or Seeing? A Symposium (Reprinted from the Outlook for the Blind)**
By O. H. Burritt, D.Sc., Murray B. Allen, and A. Siddall..... 25c

VOCATIONS

- Blind Dictaphone Operators and Typists in the United States and Canada**
Compiled by Charles B. Hayes..... Free
- Insurance Underwriting—A Study of the Business in Its Relation to Blind Agents**
By Lela T. Brown..... 50c
- Osteopathy—Opportunities for the Blind in Training and Practice**
By Lela T. Brown..... 50c
- Professional Writing—Opportunities for the Blind in Journalism and Allied Fields.**
By Gordon Lathrop..... 50c
- Stand Concessions—As Operated by the Blind in the United States and Canada**
By Lela T. Brown..... 50c

LEGISLATION

- Blind Relief Laws: Their Theory and Practice**
By Robert B. Irwin and Evelyn C. McKay
Paper \$1.00; cloth \$1.50
- Laws Governing State Commissions and Departments for the Blind (Revised to January 1, 1932)**
Compiled by Evelyn C. McKay..... \$1.00

PERIODICALS

- Outlook for the Blind—A Professional Magazine for workers for the blind. Issued five times a year.**
Ink-print edition 50c a copy; \$2.00 a year
Braille edition (slightly abridged)
20c a copy; 40c a year
- The Teachers Forum—For Instructors of Blind Children (Ink-print and braille)**
Issued five times a year, 20c a copy; \$1.00 a year

GENERAL

- Directory of Activities for the Blind in the United States and Canada—1932 edition**
Compiled by Lotta S. Rand..... \$2.15
- Directory of Periodicals of Special Interest to the Blind**
Compiled by Helga Lende..... 25c
- Proceedings of the World Conference on Work for the Blind**..... \$5.00
- Through Blind Eyes**
By Maurice de La Sizeranne. Translated by F. Park Lewis, M.D. (Distributed but not published by the Foundation)..... \$1.35

Prices include postage

OUTLOOK FOR THE BLIND

APRIL, 1934

VOLUME XXVIII

NUMBER 2

Published by the

AMERICAN FOUNDATION FOR THE BLIND

AMERICAN BRAILLE COMMISSION

The new braille committee, appointed in accordance with the recommendations of the special Uniform Type Committee and with the resolution passed by the A.A.W.B. last June, held its first meeting in the offices of the American Foundation for the Blind, March 12 to 15. The membership of the committee is as follows:

Miss Kate M. Foley (appointed by the A.A.W.B.)

Miss Adelia M. Hoyt (appointed by the A.A.I.B.)

Mr. L. W. Rodenberg (appointed by the A.A.W.B.)

Dr. P. C. Potts (appointed by the A.A.I.B.)

Mr. Robert B. Irwin (appointed by the Foundation.)

All members were present at the meeting.

Miss Kate M. Foley was elected Chairman, and Mr. Robert B. Irwin, Secretary-Treasurer. Mr. H. Randolph Latimer was appointed Referee with authority to make interim decisions on questions of form and practice in accordance with the code of

rules for Standard English Braille established by the Uniform Type Committee.

The American Foundation for the Blind was requested to act as secretariat and accepted the responsibility.

The committee adopted the name of "American Braille Commission" and will henceforth be known by that title.

COLUMBUS WEEK FOR THE BLIND

An Educational Week for the Blind was held in Columbus, Ohio, April 8 to 14. The Week was sponsored by the Ohio State Commission for the Blind and the Ohio State School for the Blind, and organized under the auspices of the American Foundation for the Blind.

EDUCATIONAL PAMPHLET

The Foundation's most recent publication is a pamphlet, *Modern Tendencies in the Education of the Blind*, an address given by Dr. Edward E. Allen, at the exercises held in celebration of the fortieth anniversary of the establishment of work for the blind in the state of Connecticut. The

address, though brief, is an admirable summary of progressive policies in this field. Copies may be had from the Foundation upon request.

PRESIDENT'S REPORT

The President's Annual report for 1933, which summarizes the Foundation's activities during the year, has been published in inkprint and braille, and copies may be had upon request.

THE TALKING BOOK

The development work on the Talking Book has now reached the manufacturing stage and reproducing machines will be on the market shortly.

Three models will be available: (1) a spring-driven model with a headphone, requiring no electric current; (2) an electric phonograph and four-tube radio combination for use on alternating current; (3) a universal electric phonograph and five-tube radio combination for use on either alternating or direct current.

The Library of Congress has agreed to start Talking Book libraries with the understanding that blind people and their friends will join in a concerted effort to get five thousand talking machines into the hands of blind people during the next year. Work has been begun toward the attainment of this end in the following states: Maine, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, and Wyoming.

Many orders have already been received by the Foundation from agencies for the blind and from blind individuals in practically every state in the Union.

Work has been begun on the first Talking Books, which are to be placed in the libraries for the blind by the Library of Congress, and several titles will be released by midsummer.

One hundred and fifty reading machines for the Talking Book, made by the Foundation, have been purchased by agencies for the blind in thirty-five states so that blind people and their friends may have an opportunity to examine these machines. Five hundred additional machines will be ready for delivery about the time the first Talking Book records are released.

ANNUAL MEMBERSHIP MEETING

For years many of the members and other contributors of the American Foundation for the Blind have been urging that the annual meeting of the Foundation be held in New York City so that they could attend it. For this reason, it was voted at a recent meeting of the Foundation's Executive Committee to hold the June, 1934, annual meeting of Foundation members in New York.

In order, however, that workers for the blind throughout the country may be thoroughly informed first hand regarding the work of the Foundation, the Program Committee of the A.A.I.B. has very kindly allowed time for the Foundation to submit its annual report at the St. Louis convention.

SURVEY OF THE WORK FOR THE BLIND IN NORWAY

By HALVDAN KARTERUD

ONE winter's evening in 1857, a young noble-minded Norwegian, Mr. J. Johansen, supervisor of the State Hospital in Oslo, witnessed a theatrical performance in Copenhagen. The play given was *King René's Daughter*, in which the principal character is blind. This play impressed Mr. Johansen so deeply that he decided to try to do something for the blind in Norway. He was told that in Denmark a school for the blind had already existed for forty-six years, and he took the opportunity to study this school during his stay in Copenhagen.

On returning home, Mr. Johansen talked to his friends about the instruction of the blind, and with the co-operation of a few well-known men he founded the Association for the Blind (*Foreningen for Blinde*). Public invitations to join this association were sent out June 3, 1858. The first annual meeting was held on July 6, 1860, and the laws of incorporation were voted upon. The main aim of the association was to establish a school for blind children, and as soon as sufficient money had been raised, a superintendent was appointed.

A clergyman, Mr. B. Roggen, was given the task of starting and conducting the new school. He spent a few months abroad in studying methods of teaching the blind as these were applied in the neighboring countries, and upon returning he at once set about carrying out the undertaking entrusted to him. On August 1, 1861, the Christiania School for the Blind (*Christiania Blindeinstitut*) was opened with two pupils in a private house in Hegdehaugen, Oslo. Special apparatus and ap-

pliances were ordered from Denmark, and in general the methods were patterned after those of the Royal Institute for the Blind in Copenhagen, which was highly influenced by the German institutions. As Danish was still the *written* language of Norway at this time, the line-type books produced in Denmark could be used also by the Norwegian blind pupils.

Started as a private institution, the school, when proved successful, soon obtained state support, and in the eighties was wholly taken over by the state. In the autumn of 1867, the institute moved into its own new brick building in Oslo. In the same year, Mr. Roggen resigned and was succeeded by another clergyman, Mr. A. Mathiesen, who held the position of superintendent for thirty years.

As the number of pupils increased, the staff and the curriculum were enlarged. Handwork and music were taught with the hope that the graduates might contribute a little to their living, but full support was not expected. "Here we live in our own little world," Mr. Mathiesen used to say to the visitors; and he tried to rule his "little world" so as to keep the "in-mates" happy.

A remarkable blind man of that time was Mr. Andreas A. Lønvig. Born of peasant parents, he lost his sight by an accident when he was nine years old. But his courage and energy were not lost. His father's woodworking tools had always attracted him, and he thought he might still be able to learn how to use them. The father did not hesitate to teach him, and finally the boy managed to make several

pieces of furniture. Then he went to the city of Trondheim and took a standard course in woodworking under a recognized master, succeeding so well that at the end of the course he received the same type of certificate for cabinet-making as his seeing comrades. Having heard of a famous eye specialist in Oslo, young Lønvig decided to call on him. Accompanied by a friend, he walked the 350 miles. The specialist could not help him; but nevertheless this trip to Oslo determined the young man's future life. He was told that a school for the blind had recently been opened in the city and went to visit it. Eventually the superintendent engaged him as teacher of woodworking, and he retained this position for twenty-one years. He showed his pupils, and the public as well, that it is possible to make the finest piece of furniture in spite of visual handicap. In those days when people had little confidence in the abilities of the blind, Andreas Lønvig's inspiring example was of the greatest importance.

As years passed, more and more blind youths applied to the school for education; many adult blind came also. The school, being built and equipped primarily for children, was not fitted to train such applicants and so, in 1882, Mr. Lønvig established a training trade school for blind men. At this school the pupils were thoroughly trained in woodwork and basketry, and quite a few of the graduates became wholly self-supporting. Mr. Lønvig conducted the school until his death in 1898. For several reasons it was decided to close the school a year or two afterwards.

Compulsory education of blind, deaf, and feeble-minded children was introduced in Norway by a law of June 8, 1881. According to this law (with its later supplements), all blind children are required to receive instruction from the age of eight to twenty-one. The aim of their education should be: first, to give them a general

training corresponding as nearly as possible to the public school standard; second, to give them a special vocational training which should enable them to maintain themselves.

The Christiania School for the Blind had always drawn its pupils chiefly from the southern part of Norway and would not undertake the training of all blind children of the country. Accordingly, it was necessary for the state to establish a new institution in order to put the law of compulsory education into effect. This undertaking was entrusted to Mr. Gabriel Stabell, a man full of energy and enthusiasm. He inspected several foreign institutions for the blind and was especially inspired by visiting the Royal Normal College and Academy of Music, in London.

In 1886 the School for the Blind of Northern Norway (*Nordenfjeldske Blinde-skole*) was opened at Gløshaugen, Trondheim, providing education for the blind residents in the northern part of the country. After seven years of excellent pioneer work, Mr. Stabell resigned. At the same time, in 1893, the school was moved farther up in the country, to Klaebu, where it occupied the old buildings of a normal school which had recently moved into new buildings in a more central place. Nevertheless, the educational work was carried on most successfully under the leadership of Mr. P. M. Sydnes, who already had had some years of experience in teaching visually handicapped children.

A wealthy landholder, Mr. Tønning Owesen, who died in 1891, had bequeathed all his property for charitable purposes. Part of it was given for establishing an institute for the blind residents of the northern part of Norway; about twenty years later, therefore, when his estate was finally settled, the government decided to use this money in constructing new buildings for the School for the Blind of North-

ern Norway. The planning of the new institution was entrusted to the superintendent, Mr. Sydnes. A beautiful farm in the neighborhood of Trondheim was purchased, and in September, 1912, the school was moved from Klaebu into a large modern building with ideal surroundings at Dalen.

The remaining part of Mr. Owesen's bequest was used to create a fund for blind adults, the Owesen Fund for the Adult Blind of Northern Norway (*Owesens Legat for Voksne Blinde Hjemmehørende i Det Nordenfjeldske Norge*), this fund being also entrusted with formal ownership of the school grounds and buildings. On request of the Norwegian Association of the Blind, the state has since recognized her duty of paying an annual rent of fifteen thousand kroner¹ to the fund; this money, with its interest as well, is spent in helping adult blind to self-support.

About 1890, a lady philanthropist in Oslo, Miss Julie Ouren, in co-operation with her friends, founded the Mission for the Blind "IL" (*Blindemissionen "IL"*), whose first aim was to provide religious literature in raised type. A little printing-house was established and, as the braille system at that time was being gradually introduced into the Norwegian schools for the blind, this system was chosen, line type being used only for title pages. The first publication provided by this association was a religious magazine, *The Norwegian Magazine for the Blind* (*Norsk Tidsskrift for Blinde*), appearing every other month and sent free to braille readers throughout the country. This magazine, being founded in 1890, is the oldest Norwegian braille publication and is still being edited by Miss Ouren. By and by the whole Bible was printed in braille, and several hymn books and other religious books as well. For the blind of Madagascar, taught by Norwegian missionaries, part of the Bible

has been published in braille in their own language. This little printing-house was a pioneer also in publishing textbooks on massage and Norwegian music in braille notation.

In 1900 the Mission for the Blind "IL" founded an institution for blind women at its headquarters in Oslo. This institution was to be a working-home and training school combined.

When the state had wholly undertaken the instruction of the blind, Mr. Johansen, who meanwhile had become Commissioner of Buskerud, turned the attention of his association toward encouraging and assisting blind adults in their struggle to maintain themselves. Many of the graduates were furnished with tools and material for starting the handicraft in which they were trained; others were given scholarships in order to continue their education in schools for the seeing, and many a small sum was given out on emergency when considered to be a stimulus to self-support.

The subsequent superintendents of the Christiania School for the Blind, Mr. L. M. Benesen and Mr. H. M. Hauge, soon became active co-workers in this field, the latter for many years being chairman of the association. These two men also introduced a new constructive atmosphere into the school work and influenced the general estimation of the abilities of the students, avoiding the view of "charity" and "wonderfulness." It was realized that a more thorough training was needed, and accordingly, in 1912, the education of the blind was reorganized. The regular course was extended from eight to eleven years, four of these being reserved for vocational training. At the same time, the principle of coeducation was abandoned in the upper school. Miss Ouren's institution in Oslo undertook vocational training of those blind girls from all over the country who had reached the age for confirmation, ex-

¹ Approximately \$3,750.

penses being paid by the state, while the boys received their vocational training at Dalen, Trondheim. In the latter school, a department for younger boys and girls was retained also, while the training of children resident in the southern part of the country was carried on by the Christiania School for the Blind.

As years passed and the occurrence of infant blindness showed a tendency to decrease rather than to increase, it was considered more practical to confine the education of all blind Norwegian children to one institution, and in 1925 this reform was introduced. The Dalen Public School for the Blind (*Dalen Offentlige Skole for Blinde*) was found to be the institution which was best fitted for educating the younger children, and so the Christiania School for the Blind, the name of which had been changed to Oslo Public School for the Blind (*Oslo Offentlige Skole for Blinde*), undertook the vocational training of the boys.

The seven-year course given at Dalen is supposed to equal the standards of a city public school. In fact, the standards have been kept so high that a number of the brightest boys and girls have been able to graduate from junior high school in one or two years, the general course for seeing children being three years. It should be considered, however, that our blind children entering high school are usually a year or two older than average applicants. The principle of coeducation of the sexes has always been retained in this lower school. In addition to the ordinary subjects taught in public schools, typewriting, English, and Esperanto have been introduced. Music lessons are given to most of the pupils, and in the modern school kitchen the girls receive domestic training. Handwork, still considered elementary vocational training, is taught afternoons for three periods a day, except Saturdays.

During recent years, the average number of pupils attending this school has been about eighty, which is supposed to include all blind children in Norway between the ages of eight and fifteen.

The curriculum of the four-year course for the vocational training of blind girls includes weaving, hand- and machine-knitting, crocheting, hand- and machine-sewing, chair-caning, mattress-making, and some cooking and other domestic work. Music is taught on a voluntary basis, the purpose being educational rather than vocational.

The vocations for which the boys are trained are as follows: mattress-making and furniture-upholstering; cabinet-making; chair-caning and basketry, including furniture-making in reed and willow work; shoe-mending; brush-making; piano-tuning; and music. Each student is expected to specialize in one or two of these vocations. Besides these, voluntary courses are given in bookkeeping, typewriting, English, Esperanto, German, French, and Latin. Both boys and girls have a few periods a week in physical training and chorus work; some lectures on civics, literature, etc., are given as well.

The rehabilitation of male adults blinded by accident or disease is also undertaken by this school, Norway having no regular home teaching for the blind. Besides this provision, blind students return from time to time for supplementary courses, feeling the need and importance of knowing the newest methods and models. Hence, the average number of pupils attending the boys' school is about sixty, while the corresponding number in the girls' school has never exceeded thirty.

There has been a noticeable trend toward making special provision for exceptionally talented boys, giving them opportunity to attend high schools, the conservatory of music, the institute of massage, and so

forth, while they are still resident in the institution. Music students often secure their diplomas as organists.

Several blind men and women have completed their education in foreign countries. Thus, four girls have been graduated from the Royal Normal College, in London, one from the institution for the blind in Edinburgh, a few men and women from the institute for massage in Copenhagen (one of whom has competed so successfully with the seeing that he at present holds the position of masseur at the State Hospital), two from the famous conservatory of music in Leipzig (one of these now being recognized as one of the most famous musicians in Oslo). A few have taken supplementary courses in piano-tuning in Denmark or Germany, and so forth.

A number of other blind persons have conducted their education in Norwegian schools alongside the seeing. About a dozen have been graduated from high schools, two have secured their degrees in theology from Oslo University. Three others will soon graduate from the same university, two in philology and one in law.

One of the graduates in theology has been employed by the government as the first blind pastor in Norway. He performs his duties to full satisfaction of all and is highly beloved in his community.

Among the trades taught in the schools for the blind, mattress-making combined with furniture upholstering is at present the most remunerative. Cabinet-making and furniture-making in reed and willow work have also proved self-supporting vocations when skilfully performed, whereas the results of shoe-repairing and brush-making have been less satisfactory.

Music and piano-tuning have always been considered good vocations for the blind in Norway. Temporarily, "home music" has been to a large extent supplanted by radio; but there is still sufficient

work for about fifteen blind tuners. Some of them make welcome additional sums by selling pianos. About twenty-five blind musicians hold positions as organists, chiefly in small communities, but a few in our best city churches. Others have found remunerative work as music teachers or by playing in restaurants.

In 1911 one of our most skilful organists in Trondheim founded his own music school, which he still conducts. From a very modest start, this school developed so successfully that after a few years its founder was able to buy a modern brick building for its accommodation. During recent years its average number of pupils has been about 250.

Another distinguished blind organist and composer, being a talented singer and speaker too, has traveled all over the country, lecturing on musical subjects and giving concerts. His popular and humorous lectures, always illustrated by singing and playing, have made him one of the most appreciated and, accordingly, one of the best paid, of all Norwegian speakers.

Many blind persons have made their living by other vocations than those taught in the school. At present about ten are storekeepers, while a similar number have small farms of their own where they breed chickens or pigs, grow fruits, and so forth. A few blind men maintain themselves by fishing.

Attempts have been made to place visually handicapped people in industry, and when employment conditions become more normal again this experimental work will be carried on. At present three semi-sighted girls are employed in making galoshes in a large rubber factory.

Teaching languages and operating small telephone exchanges are also occupations which have proved successful to some Norwegian blind persons. Finally, a unique example of prosperity in journal-

ism may be mentioned. About thirty years ago, a totally blind man ventured to start a little weekly for his native district. Under his skilful leadership the undertaking developed rapidly, his whole family finally being engaged in it; after some years of hard work he is now editor of the most widely circulated daily newspaper of the district.

In 1900 the blind in Norway began to organize themselves, founding the Association of the Blind of Northern Norway (*Nordenfjeldske Blindeforbund*) in Trondheim. In 1904 a similar association, the Association of the Blind of Western Norway (*Vestlandske Blindeforbund*), was founded in Bergen, and in 1907 the Association of the Blind of Eastern Norway (*Østlandske Blindeforbund*) in Oslo. In 1909 these three associations were united in the Norwegian Association of the Blind (*Norges Blindeforbund*). The superintendent of the Oslo School for the Blind, Mr. H. M. Hauge, and other seeing friends of the sightless, most loyally helped to establish this country-wide organization.

In 1901, through the efforts of Mr. Hauge, an organization of seeing helpers, the Association to Promote Independence among the Blind of Norway (*Foreningen Til Selvhjaelp For Norges Blinde*) had been founded. In planning the establishment of the Norwegian Association of the Blind, Mr. Hauge realized that the best thing for seeing helpers of the blind to do would be to join this new organization directly as loyal individual members. Accordingly, on his proposal, it was decided to give up the Association to Promote Independence among the Blind of Norway, its properties being donated to the Norwegian Association of the Blind, which was supposed to be its direct successor. The Norwegian Association of the Blind consists of an administrative body having its main office in the House for the Blind (*Blindes*

Hus) in Bergen and three local subdivisions with their chief activities in Oslo, Bergen, and Trondheim. As this relatively young organization has had a great influence upon the condition of the Norwegian blind, its work and achievements should be briefly dealt with:

All blind individuals resident in Norway are carefully registered, investigations being made for the purpose of procuring exact and extensive personal information. Besides providing material for statistics, this register gives the organization the opportunity to make sure that all blind children are sent to school at the proper time. For the local subdivisions, the register is of great help too, especially in deciding concerning applications for financial aid.

One of the first things which the Norwegian Association of the Blind undertook was to publish a braille weekly, *The Blind of Norway* (*Norges Blinde*). Its modest little press has developed into a modern printing-house with state support, located in the House for the Blind, in Bergen. It also publishes a number of braille books and music pamphlets every year. Except the Mission for the Blind "IL", the Norwegian schools have stopped their braille printing, their presses not being equipped with modern machinery. In fact, it is advantageous to concentrate on one adequate printing-house in such a small country.

Besides the braille weekly, *The Blind of Norway*, the organization publishes a propaganda monthly in ink print, *The Cause of the Blind* (*Blindesaken*). This monthly is sent free to about 150 leading newspapers throughout the country.

Realizing that "a practical education is the blind man's capital," the Norwegian Association of the Blind has a permanent committee on education. Through the efforts of this committee and in co-operation with the school superintendents, the gov-

ernment has been induced to bring about a number of reforms in the education of the blind.

For conservation of sight, provision has been made in connection with the State Hospital and a few other hospitals, so that free treatment can be obtained if needed. For prevention of blindness, a circular on treatment against ophthalmia neonatorum is sent to each graduating midwife.

A brochure on pre-school training of blind children has been published and is sent free to parents or others who might need it. In co-operation with the Norwegian Association for Promoting the Care of Children (*Norsk Forening Til Frømme av Forsorg for Barn*), a home for blind babies and children of pre-school age was founded at Jessheim (near Oslo) in 1924.

Having secured permission from the government, the Norwegian Association of the Blind once a year sends a circular to every teacher and every minister all over the country, asking them to collect money for the blind in their schools and churches.

In remembrance of Mr. Johansen, the "father of the Norwegian blind," a memorial fund, the Commissioner J. Johansen's Memorial Fund (*Foged J. Johansens Minnefond*), was raised in 1931. The interest of this fund is used for scholarships in higher education and for braille printing of music and educational literature.

Through the efforts of this organization, the postage for reading matter for the blind has been lowered to five øre (one and one-half cents) per kilo.² Boxes of books sent to and from the libraries are carried free by ship, and practically so by train, the rate being ten øre per twenty kilos.

It is one of the principles of the organization that the blind themselves shall have the leadership, the presidents and the majority of board members being always elected from among the sightless mem-

bers. But seeing members have always taken active part in the work and have rendered invaluable services. Thus, one of the best-known eye specialists of the country has for more than twenty years been secretary-general of the Norwegian Association of the Blind, and the editor of the leading daily newspaper in Bergen has been secretary of the Association of the Blind of Western Norway for fifteen years.

The three local subdivisions of the organizations are trying to meet individual needs of the adult blind. Their headquarters in Oslo, Bergen, and Trondheim, Houses for the Blind, as they are called, have small workshops and salesrooms for wares made by the blind from all over the country. By the sale of supplementary wares made by the seeing, profit is obtained to balance the budget, and it is believed that this procedure also increases the sale of wares made by the adult blind.

To promote self-support, individual aid is given in the form of free material, rent, etc., and capital for beginning small business ventures.

By special arrangements made in co-operation with the state insurance department, our local subdivisions have all their blind members insured against sickness, the premium being paid in part by the organization. When taken ill, the insured person will have free medical attendance and hospital care, besides some daily wages. Each subdivision has a blind field worker who travels all over each district, educating the public to understand the condition of the blind by lecturing and writing in the newspapers. The field workers also collect money and try to establish contributory clubs. Besides this, they visit blind persons who need after-care, and gather information for the register.

Each subdivision has established its braille lending library, the books of which are mostly hand-written by voluntary see-

² About 2½ pounds.

ing helpers. The total number of volumes of these three co-operating libraries is at present about eight thousand. Two of them have recently moved into modern public library buildings, where they are given fireproof quarters free.

The money which is needed to carry on the activities of the local subdivisions is chiefly procured from private resources, and considerable time is spent by the administration in collecting it. This is done by arranging entertainments, etc., and also by direct application to wealthy citizens.

In December, 1933, the city of Bergen decided to give old age pensions to blind people when they reached the age of sixty, the limit for the general population being seventy. In this city the blind also have free conveyance by street-cars.

The annual meetings of the subdivisions, which are always held in summer, have more and more become the most joyous event of the year for their scattered blind members, many of whom are living under depressing and isolated conditions. Free

tickets are provided and board for two or three days without charge; in the hospitable schools, where most of them have passed some pleasant years of education, they have the opportunity not only to discuss their problems but also to have a good time joining in a great family circle.

The public sympathy and understanding of the blind have greatly increased during the last thirty years, and their condition in general has been considerably raised, but many vital problems concerning their cause still remain unsolved. There is, however, an encouraging spirit of energy and optimism among the workers for visually handicapped Norwegians of today. We know that much blindness is now being prevented, and still more will be so in the future; we know that public appreciation of the social work among our people with additional handicaps is growing; and we hope that the day will come when society will recognize its duty to give each competent blind person a chance to become a useful, self-supporting citizen.



Dalen School for the Blind

A DIPLOMA FOR BLIND PIANOFORTE TUNERS

By BEN PURSE

RECENTLY the writer had an opportunity of visiting a large and particularly well-equipped piano-manufacturing firm and, as the various processes were inspected, was on more than one occasion forcefully reminded of some of the old copy-book axioms which a painstaking tutor had endeavored many years ago, not very successfully, to instil into his mind. Such old tags, for example, as:

“Sounds differ from each other only in the three respects of loudness, pitch, and quality”;

“The pitch of a note depends upon the rate of vibration, and the intensity or loudness of a sound depends upon the amplitude of vibration of the sounding body”;

“The velocity of sound, in air of a normal pressure of 15 pounds to the square inch, is 1,086 feet per second”; etc., etc.

The object of this article, however, is not to deal with the abstruse technicalities associated with the training of a pianoforte tuner, but rather to say in explicit terms what course of procedure is being followed in Britain with the man who has become a master of his craft and sallies forth into the commercial world to win for himself a decent standard of life.

It is now rather more than ninety years ago since a versatile young Frenchman, Claude Montal, demonstrated to his Parisian colleagues his efficiency as a pianoforte tuner and repairer, giving ample evidence of the fact that his blindness was not allowed to stand in the way of his becoming a most efficient operator.

Many years elapsed before the profession was taught and practiced to any appreciable extent, and among institutions in Britain undertaking such training, none has played so conspicuous a part as the Royal Normal College, London. Graduates from this institution have gone into all parts of the world, from China to Peru, and carved out for themselves distinguished careers, a number of them having built up businesses of a most substantial character.

The Report of the Advisory Committee on the Welfare of the Blind, 1931-32, states that employed blind persons in England and Wales number 9,124, of whom 561, or 6.14 per cent are pianoforte tuners. Even in these days when mechanical music plays so large a part in the social life of the community, the number of men entering the profession is steadily increasing. It becomes imperatively necessary, therefore, that the greatest care should be exercised in determining what are the essential qualities which go to the making of these professional men, and so organizing the training that we can say with confidence that the standard of proficiency attained is not excelled by their seeing professional brethren.

Eight institutions in Britain undertake the training of blind pianoforte tuners, but until comparatively recently there were considerable variations in the required standards of proficiency, while the certificates issued could not, of course, give the impress of anything approaching uniformity.

With the object of remedying this obvious defect, the attention of the Board of Education and that of the Ministry of Health were drawn to the matter. Everyone desired to see greater uniformity in training and certification secured, and, in a spirit of co-operation and good will, negotiations were conducted which eventually resulted in the College of Teachers of the Blind being invited by the Board of Education and the Ministry of Health to prepare a syllabus and arrange for future examinations in order that a diploma could be granted.

The attitude of the Board of Education toward the matter is reflected in a report issued by the Advisory Committee on the Welfare of the Blind, dated 1928-29, which says:

In the last report of the Committee reference was made to the employment of blind pianoforte tuners, and the opinion was expressed that there is still scope for the employment of additional tuners, but only for those who are fully qualified. The Committee considered it desirable that in future only those persons with the highest technical and personal qualifications should be encouraged to take up this occupation. We are glad to learn that the Board of Education and the Ministry of Health have investigated this matter, and that as a result the Board of Education have decided . . . to invite the College of Teachers of the Blind to institute a national examination, and to require that all blind piano-tuners undergoing a course of training in institutions recognised by the Board should reach an adequate standard of attainment and efficiency as tested by this examination. It is proposed to set up an honours as well as a pass examination, and to require all men undergoing a course of training in piano-tuning which began after the 1st July, 1927, to pass the examination. The passing of the examination would be optional for all those now under training who entered on the course before that date. . . . The Minister of Health only proposes, so long as he continues to approve individual home-workers, to approve as home-workers those piano-tuners who have passed this examination, or those who are exempt because at the date of the Circular they were

undergoing a course of training which began prior to the 1st July, 1927. It is suggested in the Circular that the Local Authorities should follow a similar course.

We are satisfied that blindness is not a permanently handicapping factor for blind persons taking up piano-tuning, and that a blind man who passes the proposed examination should be as fully competent to undertake this work as a sighted tuner. It seems to us, therefore, that the action taken by the Board of Education in regard to this matter is fully justified, as it should not only safeguard qualified tuners from the competition of insufficiently trained persons, but also give to the public an assurance that blind tuners who have passed the examination will be fully competent to tune their pianos and to undertake what are known as tuning repairs.

It is satisfactory to be able to record the fact that all the institutions are co-operating and candidates are being presented by the training establishments at the three examinations which are held each year toward the end of school terms. At the time of writing, eighty-eight candidates have succeeded in gaining the diploma.

It would be very unjust to assume that, prior to the granting of the diploma by the College of Teachers of the Blind, there was no method of providing certificates for blind pianoforte tuners. The trouble was that there were too many certificates issued and that the standards of proficiency prescribed were far too varied. This was apt to give rise in the public mind to confusion and to a low estimate being formed of the qualifications and attainments of blind professional men. An inestimable service has, therefore, been conferred upon the public in general, and upon blind workers in particular, by the College of Teachers in prescribing a minimum uniform standard of attainment to which all recognized workers must conform in the future. The public are thereby guaranteed that ample measure of protection to which they are entitled, while at the same time those in charge of the training

establishments know full well what service they are expected to render to their trainees in order to fit them for the duties and responsibilities of professional life.

It is eminently satisfactory to be able to record the fact that all the training establishments have received the proposals of the College of Teachers with enthusiasm, and all are contributing of their best in order that a high standard of proficiency may be realized and maintained.

For the guidance of those who are desirous of pursuing this idea in their own states or countries, it will be of service to look closely into the syllabus that has been prepared for the examinations, for by this means we can better appreciate the efforts being made towards standardization.

The important fact must not be overlooked that the examinations are conducted in part by blind professional men who have made a high reputation for themselves in their callings, and in part by equally distinguished seeing men who are practicing in the profession. Such a happy and useful combination ensures the unimpeachable character of the examination, placing its bona fides beyond any kind of suspicion and stimulating confidence to an extent that never would have been possible under the old arrangements.

Let us look, then, at the syllabus with a view to satisfying ourselves as to the practical nature of the scheme it proposes, but, incidentally, in order to strengthen the point of view which has been expressed, we take the liberty of quoting *in extenso* the prefatory note which accompanies this syllabus.

The task of instituting a uniform test and a National Diploma for blind pianoforte tuners has been undertaken by the College at the request of the Board of Education and the Ministry of Health. It had been realised for some time that divergences of standard existed among those Institutions which provided training in this occupation and also that in some quarters

the level of attainment among the students was undesirably low. It was considered that the imposition of a test devised to meet all reasonable demands and applied impartially all over the country would be the most effective method of securing a better state of affairs.

Pianoforte tuning still provides one of the most hopeful careers for blind men, but both for the sake of the public and the tuners themselves a high level of efficiency is essential. The standard set in the following examination is considered by the College as the minimum, and any student whose professional attainments fall below this should not be granted the formal recognition of the Ministry nor the assistance of a Home Workers' Scheme.

It will be noticed that in the field of tuners' repairs, a curtailed syllabus is admitted for a Pass Diploma, but it cannot be too strongly urged on all Institutions professing to train tuners that full instruction in repair work should be given. The College would, indeed, urge on all such Institutions the vital necessity of having a fully-equipped and adequately-staffed department for this purpose.

Here, then, is the syllabus which we quote for the information of those who may be concerned with instituting a similar type of examination elsewhere. Though it is rather technical to embody in an article of this description, it is essential for the guidance of those who intend to concern themselves with similar efforts to improve the standard of pianoforte tuning and to provide the necessary diploma.

I. Candidates will be required to raise the pitch of a full Trichord Pianoforte (Upright) from one of the recognised pitches, viz., 517.3 to 522, 522 to 528, and give proofs of (a) Accuracy of Pitch, (b) Scale, (c) Bass, (d) Treble. A period of three hours will be allowed for the work, including the removing and replacing of parts. Particular attention will be paid to the position of the hammer and wedge in use, as it is essential that these should be used in such a way as will cause no damage to the instrument.

II. 1. *To secure a Pass* the candidate must be prepared to demonstrate his ability to replace a broken string, repair a broken hammer shank, to re-assemble pedal work, and to regulate a note. These repairs may be done on a

vertically strung instrument with pedal work on bottom board. Honours candidates must replace the broken string of a vertically strung piano or an overstrung piano (4th octave). Time allowed, 2½ hours.

2. *To secure Honours* candidates will be expected, in addition to the above, to execute one or more repairs chosen by the examiner from the following:

- (a) To hinge sticker, hopper fly, or damper lever.
 To make and fit hopper string.
 To make and fit loop and spring in, or for, loop and spring action.
 To make and fit underdamper spring.
- (b) To fit new tape or bush flange.
 To recentre underdamper butt.
 To extract broken wrest pin.

Honours candidates will be required to remove and replace sections, or portions of sections, before and after having completed the repair as required by the Examiner, i.e., the candidate must take the broken portion he is to put right, out of the action and put it back again. Additional half hour allowed.

III. Candidates will be required to take a viva voce examination on the general construction of pianos, including the construction and working of actions and pedals, and on the professional and commercial aspects of their work.

IV. Candidates will be required to remove and replace parts necessary for the tuning of a player-piano, and to take a viva voce examination on the positions of working parts of a player mechanism.

V. Honours candidates will be expected to demonstrate their ability to "show off" the instrument after tuning.

As previously indicated, examinations are held terminally, that is, toward Easter, midsummer, and Christmas. The examina-

tion is open to students who have completed a course of training at a recognized institution for the blind or can show proof of other adequate training.

A fee of one guinea¹ is charged each candidate for the first examination, and a fee of half-a-guinea for each subsequent examination. Candidates failing to present themselves forfeit the fee paid, unless their reasons for absence are satisfactory to the General Executive.

To secure the diploma, candidates must pass in all sections of the examination. A candidate entering for the first time must take the complete examination, but having passed in a section, need not take it again. Candidates who have obtained a "Pass" and desire to obtain "Honours" may do so at a subsequent examination, when their diplomas would be suitably endorsed.

Candidates must provide their own tools.

Thus it will be seen that the syllabus is a comprehensive one and prescribes a standard of proficiency which guarantees to the public that the work of pianoforte tuning will be properly executed by anyone possessing the College diploma. In this way we anticipate that in a very few years the standard will be considerably raised, thereby guaranteeing to the general public adequate protection for the instruments they entrust to the blind operative, and at the same time ensuring that no institution, society, or agency for the blind will recognize any but those who possess the diploma.

¹ About five dollars at par.

A BLIND MATHEMATICIAN

Reprinted from *The New Beacon*

NICHOLAS SAUNDERSON (*See Frontispiece*) was born in 1682 in a Yorkshire village near Penistone, and lost his sight in babyhood as the result of smallpox. His father was an exciseman, and a large family made it impossible for him to do much for the blind boy beyond sending him to the Free School at Penistone, where we are told that he soon outstripped his schoolfellows, and learned to speak and write Latin "as fluently and correctly as English," while he listened to books in Greek as if they were in his mother tongue. "Unfortunately," says a writer in the fifties, "the method adopted by his preceptor for the instruction of this remarkable pupil has not been preserved to us," and we can but echo the regret.

Probably Saunderson soon learned all that the little school at Penistone could teach him, and we next hear of him at home, studying with his father, who discovered his extraordinary ability for figures, and gave him such teaching as he could. His ability attracted the attention of two or three men of learning in the neighborhood, and they undertook to coach him in geometry and algebra, and to lend him books, soon finding, however, that their pupil was one of those unexplainable mathematical geniuses who seem to have some mysterious intuitive knowledge of mathematical truths that enable them to begin where most men leave off.

When Saunderson was about twenty-three, rumor of his genius reached the ears of a Fellow of Christ's College, Cambridge, who was staying in the neighborhood, and he visited the young man, only

to find that his abilities exceeded the expectations formed of him. It was decided to invite him to come up to Christ's, and, although he was not admitted a member of the University or of the College, the story of his exceptional gifts aroused interest and sympathy, and he was given the freedom of the College Library; rooms were allotted to him, while his contemporaries offered to help him as readers.

The Lucasian Professor of Mathematics was approached in his interests, and although it was not usual for others to lecture on mathematics, he willingly assented when he heard Saunderson's story, and the blind man decided to lecture on optics. Sir Isaac Newton's *Principia* had just been published, and Saunderson set himself to expound the Newtonian philosophy to a crowd of eager hearers, curious to learn what a blind man could tell them of light and vision. And though it may have been rather idle curiosity which accounted for the crowds who flocked to the lectures at first, it must have been Saunderson's genius of exposition that kept attendances at a high level when the novelty of the lecturer's handicap had passed away.

William Whiston, who had succeeded Newton as Lucasian Professor, was an eccentric, and his unorthodox religious views led in 1710 to his expulsion from Cambridge. Newton was still living and was consulted as to his successor, and his choice fell on Saunderson. However, in spite of the fact that Saunderson's mathematical abilities were far in excess of other competitors for the vacant post, he was technically not eligible, and the Chan-

cellor of the University was obliged to approach Queen Anne. She agreed to confer upon him the degree of M.A., and in 1711 he was formally elected Lucasian Professor, delivering an oration "in very elegant Latin and a style truly Ciceronian," which did credit to the Free School of Penistone.

A few years later he was made a Fellow of the Royal Society, and in 1728 George II, when on a visit to Cambridge, summoned him to an audience at the Senate House and forthwith created him a Doctor of Laws.

His materialism and agnosticism served to alienate him from some of those who have written of him. "The theory of numbers was his deity, and he worshipped it with all his soul. . . . The blind of the present day have Saunderson as a great warning of how little worldly success can do to promote happiness here," writes W. H. Levy. But others speak of him more generously, and Lord Chesterfield, who attended his lectures as an undergraduate, described him as a man who had lost the use of his own sight but taught others to use theirs, while Edmund Burke wrote warmly of "this man" who "taught others the theories of those ideas which they had, and which he himself undoubtedly had not."

Personally he seems to have been a man of considerable charm, intensely hard working, devoted to the interests of his students, untiring on their behalf, cheerful, a witty conversationalist, and fond of company. Such at least is the verdict of one writer upon him, and the eulogy goes on to say that he was "imbued with a love of truth that knew no compromise and a hatred of duplicity which impelled him at all times and at all costs to speak his mind." Levy, however, put things more bluntly: "He was imperious in temper and given to violent bursts of pas-

sion." His portrait, which depicts him handling a sphere, does not tell us very much and shows him in the fashion of those days, bewigged and voluminously begowned.

As a blind man, we are told that his sense of touch was extraordinarily delicate, and there is a pleasant little story of a common room scene at Christ's, when, with a party of other Fellows, he turned over some so-called Roman coins, and was able to reject as counterfeit some of the coins which had deceived experts. His hearing was acute, and we are told that he recognized the various Cambridge courts from the sound of his footsteps on the paving (surely not a very remarkable achievement). He had that "sense of obstacles" of which we have heard so much from recent psychological writers, was fond of music, and enjoyed playing the flute; it was said that he could distinguish very minute differences of tone.

He invented a board for working out arithmetical calculations, which he called his "palpable arithmetic," and which consisted of numerous tiny squares, with pins at the intersecting points of every line. Diderot recommended it in a letter to a blind friend as likely to be extremely useful to her should she "ever be seized with the inclination of making long calculations by touch."

Saunderson died at the age of fifty-six, and the story of his last moments has been vividly told. A clergyman called in by the family to reason with the dying man could make no impression on his lack of orthodoxy till he reminded him that his heroes, Newton and Clarke, had held the Christian faith. Saunderson was impressed, and acknowledging that it would be presumptuous for him to deny what Newton had affirmed, died with the words "Oh, God of Clarke and Newton, have mercy upon me" on his lips.

SENSORY COMPENSATION, OR THE VICARIATE OF THE SENSES

By SAMUEL P. HAYES, PH.D.

(Continued from the February number)

GRIESBACH published his study in 1899: in 1918 another careful experimental comparison of the blind and the seeing was published by C. E. Seashore, Professor of Psychology in the University of Iowa. With Seashore's account we will present the meager experimental literature published since Griesbach's work and the articles since Seashore. A few words from his introduction will show the attitude with which he approached the problem.

SEASHORE'S COMPARATIVE STUDY OF THE BLIND AND THE SEEING IN 1918

Through years of experience in the laboratory, the conviction has gradually grown upon me that a more radical distinction should be made between sensitiveness and the ability to use a sense; i.e., between inborn sensory capacity and acquired ability or skill. From time to time I have taken the opportunity of comparing my own sensitiveness in touch and hearing with that of blind persons distinguished for ability in guiding themselves by hearing and touch; and in no case did I find that the blind persons possessed any significant superiority to myself in sensitiveness to touch and hearing, although some of the blind persons experimented upon were noted for their wonderful performances in hearing and touch.

We finally found an opportunity to put the matter to an accurate and crucial test. Sixteen blind students from the Iowa College for the Blind at Vinton, Iowa, and fifteen pupils from the Iowa City High School were selected as cases for comparison. The ages of the blind ranged from sixteen to twenty-six, and of the

seeing from fourteen to nineteen. In selecting the blind, only those were chosen who had been totally blind for more than five years, who were generally otherwise both mentally and physically sound, and were now in high school grades. This resulted in the selection of the ablest pupils in the school. The seeing pupils were taken at random, being selected by the principal on the ground of convenience of schedule. On each of these the following six measures were made.

1. *Localization of sound*

Griesbach had found no superiority on the part of his blind subjects. Krogus, in 1905, tested twenty blind girls and claimed that their sound localization was more exact than that of seeing subjects. In 1907 he criticized Griesbach's work, performed a new series of experiments using another method, and, on the basis of six thousand measurements, claimed a clear superiority for the blind. In general, he found among the blind only about one-half as many mistakes as among the seeing. Seashore used the latest refinements of apparatus and method, which he describes as follows:

Discrimination for the direction of sound was measured in terms of the angular displacement in the horizontal plane directly in front of the observer. A click in a telephone receiver served as stimulus. The receiver was mounted at one end of a two-meter bar which was pivoted at the middle and carried a pointer running over a scale of degrees at the other end. This apparatus was mounted at such distance in front of the observer that the receiver moved at the distance of one meter from the center of the head. The click was produced by the rapid make and break of the circuit through the mercury key.

EDITOR'S NOTE—This article, which is in three installments, is the second of a series by Dr. Hayes. The remaining installment will appear in the June number of the *Outlook*.

Seashore found the blind slightly superior. The blind varied more than the seeing, however, and the best single record was made by a seeing subject.

2. *Discrimination of the intensity of sound*

Griesbach had found great individual differences in auditory acuity, but no real inequality between the blind and the seeing as groups. Waidele (1905) asserted that not only were there numerous blind persons in whom superior auditory acuity could not be found, but that many suffer from diseased conditions of the ears, and hence have inferior hearing. Kunz, in 1908, tested thirty-eight blind and five seeing subjects with a watch and found the average distance at which the sound was audible for the blind to be 311 cm., and for the seeing 374 cm. Hörter, in 1913, using a tuning fork which was allowed to ring off, came to the same conclusion as Griesbach.

Seashore used a precise instrument of his own invention—an audiometer—in which tones could be produced by a hundred-vibration electro-magnetic fork. Two tones were given successively, and the subject was asked to decide whether the second tone was stronger or weaker than the first. He found no decided superiority either for the blind or for the seeing, and no great differences in variability within the groups. The best record was made by a seeing subject—the same individual who had been most successful in the localization of sound.

Hayes, in 1933, reports a recent study in which the acuity of hearing of ninety-two blind boys, eighty-four blind girls, and nineteen seeing women was determined by the use of a delicate audiometer of the Western Electric Company. No sensory compensation could be discovered when the blind were compared with the seeing. On the whole, the blind did not hear as well. A second study measured the ability of

blind and blindfolded seeing subjects to recognize the contents of small boxes through a combination of auditory and muscular cues. When shaken, the small objects in the boxes—nails, coins, tacks, beans, etc.—gave sounds differing in intensity, pitch, and quality, while arousing varied muscular impressions, thus apparently approximating situations in the daily life of the blind. The results showed no clear superiority for either the blind or the seeing in number of trials or number of mistakes per trial while learning the series. But in total time required, the seeing were clearly superior to the blind.

3. *Discrimination of lifted weights*

Very little attention seems to have been given to the kinæsthetic sensations of the blind except in the experiments with lifted weights. Bürklen cites a few experiments giving contradictory results. Schaefer and Mahner, in 1905, tested deaf, blind, and seeing subjects and rated them in order for ability in discriminating between weights, the deaf best, the blind second, and the seeing third.

Seashore used a set of wooden bottles of the same size but varying in weight, arranged on a small revolving table so that any desired weight might be swung into position without noise. The subjects were blindfolded. Seashore found the blind inferior to the seeing. The blind and the seeing showed about the same amount of variability, and the best record was shared by a blind and a seeing subject. There were more extremely poor records among the results for the blind.

A somewhat different type of test with weights was used by Hayes in 1929. In one of the Binet intelligence tests, the subject is asked to arrange in order a series of boxes weighing 3, 6, 9, 12, and 15 gms. respectively. Hayes found the blind clearly

inferior to the seeing. In standardizing this test for the seeing, Terman (1916) reported that at nine years of age more than 50 per cent of children could pass the test; Hayes found that blind children must be twelve years of age to do as well and therefore moved the test forward to the twelfth year in his revision for use with the blind.

4. *Discrimination of passive pressure*

Griesbach had found that on the hands of blind subjects a more intense stimulation was needed to produce a sensation of pressure than was the case with the seeing. This was especially noticeable on the tips of the index fingers, which were often quite unequal in sensitivity.

Stratton (1903), Professor of Psychology in the University of California, reported that one of his students had found a decided superiority in the sensitiveness of the blind to slight pressure.

Kunz, in 1907, made an extended examination of twenty blind subjects using as stimuli hairs on various parts of the head and hands. He found such wide variations in different parts of the skin that he despaired of determining a normal pressure threshold. Krogus (1907) claims the blind are somewhat superior to the seeing in sensitivity to a hair stimulus.

Seashore used a very delicate pressure balance, which could be adjusted to exert slight pressures on the outer side of the third phalanx of the first finger. The subject was asked to judge whether the second pressure of each pair was stronger or weaker than the first.

Seashore found the blind somewhat superior to the seeing, but also somewhat more variable in their records.

5. *Discrimination in active pressure*

Griesbach's tests showed Kunz why his fine tactual maps were a failure, and Kunz

thought he detected an inverse relationship between active touch and passive touch, for the fingers used in reading tactual type were less sensitive than the other fingers to passive stimulation with the æsthesiometer.

Seashore attempted to compare the efficiency of the blind and the seeing in an unlearned activity involving a use of active pressure similar to its use in everyday life. His plan was to determine under how many thicknesses of paper the position of a wire hair could be located by active exploration with the tip of the first finger. The apparatus consisted of a plate glass disc of 10 cm. in diameter mounted so as to revolve freely. A copper wire about the diameter of the average human hair was stretched across the plate glass, and the ends firmly fastened. Discs of paper cut from Old Veda Bond were placed over this wire, and the blindfolded observer was required to locate the wire by touch. Starting with ten sheets, five sheets were added for each trial until a failure occurred; then a single sheet was taken off or added till the greatest thickness through which the wire could be located had been determined. The record is therefore given in terms of the number of sheets of paper covering the wire. To one who has not performed the test, the actual results will seem to be very wonderful achievements. In this test much depends upon economic procedure in hunting. The observers were therefore carefully taught how to proceed: e. g., to run the tip of the finger from left to right, and if the wire was not found in that stroke, to run it in a line at right angles to the first; the wire being found by such an economic procedure, it was comparatively easy to trace it. If it was not found in the first two strokes, these cardinal movements were continued until the observer acknowledged failure. This test seems to measure just

the ability which would be used in such activities as detecting the margin of a printed page by touch, reading raised print through several thicknesses of paper, or playing the piano with a cloth spread over the keys, quoted by Hawkes as examples of the fineness of touch developed by the blind. But Seashore found the blind inferior to the seeing. The average attainment of the blind was 36 sheets, as against an average of 30 sheets for the seeing. The highest blind record was 38 sheets. Four seeing subjects did better than this, finding the wire through 40, 41, 45, and 48 sheets, respectively. The poorest record for the seeing was 18 sheets, for the blind, 10.

Professor Katz (1920), of the University of Rostock, Germany, reports results of experiments with active touch which are no less surprising than Seashore's. When pieces of paper varying in thickness are examined between the thumb and index finger, differences in thickness of 0.01 mm. are clearly distinguished; and when surfaces are explored by the fingers, differences in roughness can be detected when the changes in level actually amount to only a few thousandths of 1 mm. Bürklen suggests that this heightened sensitivity may account for the occasionally reported cases of discrimination of color by touch, the slight tactual differences of various fabrics serving as a cue to the colors with which they are dyed. Katz (1925) makes the interesting suggestion that the tactual reading of ink print by mediums, which is popularly attributed to the use of occult powers, may be explained by the assumption of a heightened tactual sensitivity in the trance state.

6. *Tactual space discrimination*

Many comparisons of the blind and the seeing have been made by the method of two-point stimulation. Griesbach thought the blind slightly inferior to the seeing

in this test; others found them superior and explained their superiority in terms of practice in touching. Seashore discovered no significant differences between the two groups. He made careful determinations of the two-point threshold on the tip of the first finger and on the inside of the forearm 5 cm. above the wrist. For both groups, the average attainment was 1.3 mm. on the finger-tip and 25 mm. on the arm. Among the blind the best record was 0.6 mm. on the finger-tip, and the poorest record was 2.3 mm. Among the seeing the best record was 0.2 mm. and the poorest 2.1 mm. The seeing made two records that were better than any of the blind records. The average attainment recorded by Seashore for both blind and seeing is quite close to that recorded for the seeing by Griesbach.

In 1925, Brown and Stratton, at the University of California, published a study in which a clever mechanical device was used for stimulating two points at a time, and statistical methods were employed in the interpretation of the results. Their *æsthesiometer* consisted of a board upon which tiny steel posts were arranged in rows an inch apart, over which the subject moved the finger. This device was planned to do away with suggestion and lessen the strain of expectation. The results showed the blind superior to the seeing. In order of efficiency, the totally blind from birth stood highest; next came the totally blind, those partially blind from birth, those partially blind, and last the seeing. These results suggest that their device measured training rather than elementary sensitivity—the training obtained through reading braille with the fingers.

The results obtained by Professor Renshaw (1930), of Ohio State University, by a different method, point to the same conclusion. This author found blind adults superior to blindfolded seeing adults in

the ability to localize a spot stimulated on the arm by pointing to it with a wooden surgical applicator held in the free hand. But blind children were less successful than blindfolded seeing children. Seeing children apparently use two methods of localizing, tactual-kinæsthetic cues and visual cues. Congenitally blind children have only the tactual-kinæsthetic cues, but by the time they have grown up become very skilful in their use. Seeing adults, having found visual cues far superior to the others, have come to depend entirely upon the visual cues, and when they are blindfolded are relatively helpless without them.

7. Taste and smell sensitivity

Seashore did not follow Griesbach in testing the blind in *taste* and *smell*, but Mahner in 1909 reported that the blind surpass the deaf in taste and smell discrimination, and that both groups surpass the seeing. Sternberg (1910) reports an experiment with a surprising list of subjects—cats, a human anencephalus, some suckling infants, twelve children between eight and fourteen years of age (four blind, four deaf-mutes, and four normal) and certain sick children and adults. He concludes that the mechanism for sharply different reactions to different tastes is established in the human foetus before birth; that cats are highly sensitive to taste and smell differences; that sensitiveness to taste is heightened in gastric disorders; that the lack of sight or hearing improves the differential sensitivity for taste and smell.

Dr. French, Superintendent of the California School for the Blind, reports the result of utilizing the blind as expert tasters.

. . . A trial in one of the great importing houses demonstrated that while the blind may become equal to seeing tasters, the process is one of education, not of increased acuteness. Data regarding the trial of blind “tasters” were secured directly from members of the firm by the writer. The testimony of 1908 was to the

effect that two blind men had been taken on trial and were not proving satisfactory; seeing tasters were very superior, the best being an inveterate “boozier” and smoker, the implication being that not acuteness of the senses of smell and taste but their education was the most important factor. After a lapse of over ten years, another member of the firm reported (1919) that the blind tasters had “made good” and that (he thought) one factor of their success lay in their complete reliance on taste and smell, with no effort to judge quality by sight, aroma being the quality par excellence whereby coffee and tea must be judged.

8. Sensitiveness to changes in temperature

Apparently Kunz (1907) did the first experimental work on the sensitivity to *temperature* among the blind. His ten blind and two seeing subjects were asked to hold their hands in two wooden bowls of warm water and after $\frac{1}{4}$ minute to judge which was warmer. All sensed the difference between 36° and 36.5°C. , some depending exclusively upon sensitiveness in the face and others upon sensitiveness from face and hands; no superiority of the blind was established. In later experiments, a deaf-blind subject detected a difference of 0.2°C. , and the threshold for the seeing was determined at 0.2° — 0.125°C. Krogius (1907) found the blind more sensitive than the seeing on the right eyelid. When metal cylinders filled with water at 42°C. were brought near the face, they were detected by the seeing at 13.5 cm., by the blind at 33.7 cm. The cylinders were black and white in alternate longitudinal stripes, and when the cylinders were brought near the face and rotated, the seeing could distinguish between the heat of the black and white stripes only when water of 42°C. was used. The blind could distinguish when the cylinders were empty or when filled with water of room temperature. Wölfflin (1908), using Goldscheider’s warm and cold metal points on the foreheads of many blind and seeing subjects, found no superiority for the blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

Biennial Convention-St. Louis, Missouri-June 25-28, 1934-Tentative Program

MONDAY EVENING

Addresses of Welcome

Honorable Guy B. Park, Governor of
Missouri

Honorable Bernard F. Dickmann, Mayor
of St. Louis

Response to Addresses of Welcome¹

President's Address

C. A. Hamilton (New York)

Informal Reception

TUESDAY MORNING

Minimum Educational Essentials

O. H. Burritt (Pennsylvania)

Discussion

I. S. Wampler (Tennessee)

New Ideals for Changing Conditions

A. J. Caldwell (Louisiana)

Discussion

M. R. Vevle (Minnesota)

Writing Taught With the Idea of Personal Satisfaction or Commercialism

C. E. Kaufman (Colorado)

Discussion¹

Report on Uniform Statistics of the Blind

Miss Evelyn C. McKay (New York)

Discussion¹

11:00 A.M.—Round Tables

Superintendents and Principals

In charge of J. F. Bledsoe (Maryland)

High School Department Teachers¹

Elementary Department Teachers¹

Music Teachers

In charge of C. N. Roberts (Michigan)

Physical Education¹

Industrial Teachers¹

Matrons, Supervisors, and Superintendents' Wives¹

TUESDAY AFTERNOON

Training the Retarded Blind

Mrs. Jessie Royer Greaves (Pennsylvania)

Discussion¹

Report of the American Foundation for the Blind

Robert B. Irwin (New York)

Report of the American Printing House for the Blind

A. C. Ellis (Kentucky)

Report of the Braille Committee

L. W. Rodenberg (Illinois)

Discussion¹

TUESDAY EVENING

Social Science of the Blind

F. M. Andrews (Massachusetts)

Discussion¹

Girl Scouting for the Blind

Mrs. Louis Burlingham (Missouri)

Discussion

Miss Elizabeth Dodson (Missouri)

Music

Osbourne M. McConathy (Illinois)

Discussion

Edward M. Van Cleve (New York)

Address by Mr. Charles A. Lee, State Superintendent of Education (Missouri)

¹ Speakers to be announced.

WEDNESDAY—"TEACHERS' DAY"

The Application of the Principles of Progressive Education in Schools for the Blind

Mrs. M. Genevieve Coville (Virginia)

Discussion¹

Pre-School Training

Miss Kathryn E. Maxfield (New Jersey)

Discussion¹

How May the American Foundation for the Blind Be of Most Service to Teachers?¹

Discussion

Eber L. Palmer

Training Our Pupils for the Worthy Use of Leisure Time¹

Discussion¹

Round-table Discussions

Science Section:

The Place of Science in the Elementary Curriculum¹

Our New Course in General Science¹

What Science Teaching is Advisable in our High Schools?¹

Language Section:

The Teaching of Language in the Elementary Grades¹

A Course in Literature for our Junior-Senior High Schools¹

Foreign Languages in Schools for the Blind¹

Vocational Section:

Changes in Vocational Opportunities in Recent Years¹

Vocational Training in the Light of Present Day Objectives¹

Salesmanship¹

Education in Workshops for the Blind¹

Special Teachers' Section:

The Proper Functions of the Sight-Saving Class¹

Special Problems of the Day School¹

Home Teaching of the Blind¹

The Adjustment of the Older New Pupil¹

Physical Education Section:

The Effects of Changing Ideals upon our Physical Education Programs¹

Corrective Therapy¹

The Contribution of Boy Scouting to the Physical Improvement of our Pupils¹

The Value and Teaching of Eurythmics

THURSDAY MORNING

Certification of Teachers

P. C. Potts (Idaho)

Discussion

P. A. Smoll (New Mexico)

The Mental Hygiene of the Blind

R. W. Woolston (Illinois)

Discussion

C. J. Settles (Florida)

Report on Survey and Work for Adult Blind

Charles B. Hayes (New York)

Discussion¹

Vocational Industries for the Blind

Miss Evelyn C. McKay (New York)

Discussion¹

11:00 A.M.—*Round Tables* to be the same as on Tuesday morning.

THURSDAY AFTERNOON

Sight-Seeing Tour of the City

¹ Speakers to be announced.

THURSDAY NIGHT

- Concert by the Southside Lions' Seventy-piece Band
Directed by J. L. Huber (Missouri)
- Report of Credentials Committee¹
- Report of Necrology Committee
F. E. Palmer (Iowa)
- Report of Resolutions Committee
R. S. French (California)
- Report of Auditing Committee
Mrs. O. W. Stewart (Oklahoma)
- Report of Nominating Committee
G. Farrell (Massachusetts)
- Industrial Exhibit will be under the supervision of Mr. Gabriel Farrell.

INFORMATION IN REGARD TO
ACCOMMODATIONS

Superintendents and wives, or any other couples, may be accommodated with double room and bath as follows:

Hotel Saum, 1919 S. Grand....	\$2.50
Melbourne Hotel, Grand & Lindell	4.00
Chase Hotel, 12 N. Kingshighway	3.50
Statler Hotel, 9th & Washington	4.50
Kingsway Hotel, 108 N. Kingshighway	3.00

The Missouri School for the Blind will be able to accommodate fifty men and fifty women at the rate of \$1.00 per day for lodging and \$1.50 per day for meals. Those taking meals here will be expected to pay for the full session.

For further information in regard to accommodations, write Superintendent S. M. Green, Missouri School for the Blind, St. Louis, Missouri.

¹ Speakers to be announced.

FEDERAL STAND CONCESSIONS

A new bill (H.R.8520) to provide for the operation of stands in Federal buildings by blind persons was introduced in Congress by Congressman Matthew Dunn on March 7. The new bill was prepared by the conference of workers for the blind which met in New York, December 27 and 28, and accepted by Mr. Dunn as a substitute for H. R. 5694—May 19, 1933, covering much the same subject, which he had introduced previously.

H.R.8520 proposes to open Federal buildings for the operation of stands by competent blind persons; to establish within the Post Office Department a Bureau for the Blind to issue licenses for such stands; to provide for a Director of the Bureau, appointed by the President at a salary of from five thousand to seven thousand dollars per year, and an unpaid Advisory Council composed of blind persons, persons connected with organized work for the blind, and others; and to define the conditions under which licenses may be granted.

Readers will remember that the conference which met in New York in December requested the Executive Committee of the A.A.W.B. to appoint a legislative committee to which this matter might be referred, and directed this committee to carry on two activities: (1) to work for a satisfactory interpretation of the President's order of June, 1933, opening Federal buildings to the blind, and (2) in its discretion, to work for the passage of the bill approved by the conference, it being understood that either plan would be satisfactory to workers for the blind.

With regard to the President's order, we are advised that the Administration is still making a careful study of the entire subject. A favorable interpretation, if secured, would, of course, render unnecessary any special legislation on the subject.

OPHTHALMIA NEONATORUM AS A CAUSE OF BLINDNESS

RESIDENTIAL AND DAY-SCHOOL CLASSES FOR THE BLIND, UNITED STATES, 1932-1933

NAME OF SCHOOL OR CLASS	NUMBER OF PUPILS		PUPILS BLINDED BY O. N.	
	Total Enrolment	New Admissions	Total Enrolment	New Admissions
Grand Total of All Schools and Classes Reporting ¹	5490	810	658 (11.9%)	54 (6.7%)
Residential Schools—Total	4949	724	626 (12.6%)	51 (7%)
Alabama Institute for Deaf and Blind	168	24	43	6
Alabama School for Negro Deaf and Blind	32	N.R.	N.R.	N.R.
Arizona School for Deaf and Blind	22	4	1	0
Arkansas School for the Blind	N.R.	N.R.	N.R.	N.R.
Arkansas School for the Colored Blind	N.R.	N.R.	N.R.	N.R.
California School for the Blind	116	21	17	0
Colorado School for the Deaf and Blind	66	9	10	1
Connecticut Institute for the Blind	65	11	7	1
Florida School for the Deaf and the Blind	61	8	N.A.	N.A.
Florida School for the Deaf and the Blind (Department for the Colored)	18	1	N.A.	N.A.
Georgia Academy for the Blind	N.R.	N.R.	N.R.	N.R.
Georgia School for the Colored Blind	N.R.	N.R.	N.R.	N.R.
Idaho School for the Deaf and the Blind	28	6	0	0
Illinois School for the Blind	274	31	27	1
Indiana School for the Blind	153	26	17	1
Iowa School for the Blind	173	32	29	2
Kansas School for the Blind	116	13	10	1
Kentucky School for the Blind	136	18	40	4
Kentucky School for the Colored Blind	16	2	9	1
Louisiana State School for the Blind	81	11	5	0
Louisiana State School for the Negro Blind	34	7	19	0
Maryland School for the Blind	86	16	7	0
Maryland School for the Blind (Department for Colored Blind and Deaf)	23	3	4	0
Massachusetts—Perkins Institution and Massachusetts School for the Blind	280	39	11	0
Michigan School for the Blind	187	27	10	1
Minnesota School for the Blind	121	24	10	0
Mississippi School for the Blind	72	N.R.	2	N.R.
Mississippi—Piney Woods Country Life School for Col- ored (Department for the Blind)	18	3	3	0
Missouri School for the Blind	104	20	20	0
Montana School for the Deaf and Blind	21	1	5	0
Nebraska School for the Blind	59	8	7	0
New Jersey—St. Joseph's Home for the Blind	N.R.	N.R.	N.R.	N.R.
New Mexico School for the Blind	102	13	35	0
New York Institute for the Education of the Blind	167	29	16	2
New York State School for the Blind	171	30	10	1
New York—Catholic Institute for the Blind, New York City	30	N.R.	0	N.R.
North Carolina State School for the Blind and the Deaf	180	21	0	3
North Carolina State School for the Colored Blind and Deaf	90	12	0	1

N.R. indicates that no report was made. N.A. indicates that information was not available.
¹ Totals and percentages include only the schools which reported both enrolment and number blinded by op hthalmia neonatorum.

NAME OF SCHOOL OR CLASS	NUMBER OF PUPILS		PUPILS BLINDED BY O. N.	
	Total Enrolment	New Admissions	Total Enrolment	New Admissions
North Dakota School for the Blind.....	35	3	0	0
Ohio State School for the Blind.....	225	34	36	1
Oklahoma School for the Blind.....	148	17	30	1
Oklahoma Institute for Colored Blind, Deaf and Orphans	12	1	0	0
Oregon State School for the Blind.....	48	16	6	1
Pennsylvania Institution for the Instruction of the Blind	246	40	36	4
Western Pennsylvania School for the Blind.....	161	9	33	4
Pennsylvania—Royer-Greaves School for the Blind, King of Prussia.....	19	0	3	0
Pennsylvania—St. Mary's Institute for the Blind, Lans- dale.....	N.R.	N.R.	N.R.	N.R.
South Carolina School for the Deaf and the Blind.....	N.A.	N.A.	N.A.	N.A.
South Carolina School for the Deaf and the Blind (De- partment for the Colored).....	N.R.	N.R.	N.R.	N.R.
South Dakota State School for the Blind.....	50	7	9	2
Tennessee School for the Blind.....	192	38	22	9
Tennessee School for the Blind (Department for the Col- ored).....	39	2	N.R.	N.R.
Texas School for the Blind.....	240	44	34	0
Texas Deaf, Dumb, and Blind Institute for Colored Youths.....	N.R.	N.R.	N.R.	N.R.
Utah School for the Deaf and the Blind.....	28	2	0	0
Virginia School for the Deaf and the Blind.....	90	16	8	1
Virginia State School for Colored Deaf and Blind Chil- dren.....	29	7	N.A.	N.A.
Washington State School for the Blind.....	106	0	4	0
West Virginia Schools for the Deaf and the Blind.....	N.R.	21	N.A.	N.A.
West Virginia School for the Colored Deaf and Blind...	20	2	0	0
Wisconsin School for the Blind.....	170	34	31	2
Day School Classes—Total.....	541	86	32 (5.9%)	3 (3.5%)
California—Long Beach.....	2	1	0	0
Los Angeles.....	62	14	4	0
Georgia—Atlanta.....	10	1	0	0
Illinois—Chicago.....	91	12	2	0
Louisiana—New Orleans.....	N.R.	N.R.	N.R.	N.R.
Michigan—Detroit.....	47	7	7	1
Grand Rapids.....	15	3	2	1
Minnesota—Minneapolis.....	49	6	2	0
St. Cloud.....	4	0	1	0
St. Paul.....	3	0	0	0
New Jersey—Elizabeth.....	6	1	0	0
Jersey City.....	14	2	1	0
Newark.....	17	1	1	0
Paterson.....	17	3	1	0
New York—Buffalo.....	18	5	2	1
New York City.....	101	21	1	0
Ohio—Cincinnati.....	10	2	1	0
Cleveland.....	28	2	3	0
Toledo.....	8	1	1	0
Youngstown.....	13	1	2	0
Pennsylvania—Johnstown.....	16	2	0	0
Wisconsin—Milwaukee.....	10	1	1	0

PERKINS PSYCHOLOGICAL SERVICE

A plan for psychological service has been set up at Perkins Institution whereby all the expert facilities of its staff and equipment are available to those in charge of work with the blind in New England. The plan enables the authorities to call upon the Perkins staff to give mental or achievement tests, make aptitude studies or to provide such other psychological service as may be needed. The service also covers case visiting by a trained worker, corrective speech diagnosis and recommendations for treatment, advice from physiotherapists, vocational guidance, and educational testing with recommendations for grade placement. Such a plan of service, national in scope, was recommended by the White House Conference on Child Health and Protection. Perkins is following this recommendation and making available to the territory that it serves the highly specialized service and counsel which has been planned for its own pupils.

Two years ago the Department of Personnel and Research was established to deal with problems pertaining to pupils' need of individual care. The excellent work that was being done at Perkins in the Department of Applied Psychology, the Department of Special Studies, as well as the work of the teachers of Corrective Gymnastics and Corrective Speech, was co-ordinated in this Department. In addition, the home visiting, the keeping of all records, and the conduct of all studies and surveys were brought into the department so that all that pertained to individual care would be centralized. Through this organization all modern facilities for dealing with problem, retarded, or gifted children are available. In order to extend this service to those outside the school and to enable Perkins to render assistance to other agencies, the plan of psychological service has been set up.

On January 10, the Board of Education of the State of Rhode Island adopted the plan for psychological service, thereby bringing all of the New England States officially into the plan. The other states accepted the service earlier in the year, and a considerable amount of work has already been carried on under the plan. New Hampshire now brings all prospective pupils to the school for testing before applying for admission, and the Massachusetts authorities have consulted with us on several cases. Under the plan, members of the staff have made many visits to Connecticut for testing and counsel, and are working with the staff of the Farmington Nursery. Arrangements are now being made to respond to calls from the authorities in Rhode Island.

Those in charge of the blind in all the states look upon this service as a valuable form of co-operation with the school to which they send their visually handicapped children, while the authorities at Perkins are glad to share the facilities which they possess for the benefit of all.

GABRIEL FARRELL

HOME TEACHERS' CONFERENCE

The sixth biennial conference of the Eastern Conference of Home Teachers will be held at the Overbrook School for the Blind, Philadelphia, September 5, 6 and 7 of this year.

Membership in the association is open to active and retired home teachers, as well as to supervisors or assistants in such organizations in the New England States, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, and the District of Columbia.

There will be an exhibit of home teaching appliances at the Philadelphia meeting and several speakers nationally known in work for the blind will be invited to address the conference.

OUTLOOK FOR THE BLIND

125 East 46th Street, New York City

Please send in promptly notice of change of address, giving both old and new; always state whether the change is temporary or permanent

SUBSCRIPTION PRICE \$2.00 PER ANNUM
COPYRIGHT, APRIL
1934

BROOKLYN CENSUS OF THE BLIND

A census of the blind of Brooklyn has been undertaken by a special committee representing the principal organizations for the blind of Brooklyn and other co-operating groups including the public schools, parochial schools, and eye clinics. The American Foundation for the Blind and the National Society for the Prevention of Blindness are lending active support. The project is under the direction of the New York State Commission for the Blind and is staffed by C.W.A. workers. The purpose of the census is to study the facts brought out through registration and to determine the extent to which the services of existing agencies for the blind meet the needs.

The Borough of Brooklyn has a population of approximately 2,700,000. This is the first effort to make a comprehensive listing of all blind persons and those having seriously defective vision, in the history of Brooklyn. A house-to-house canvass was considered but the idea was abandoned as impracticable because of the limited amount of time that the services of C.W.A. workers might be assured. The plan adopted for securing as complete a regis-

tration as possible has been two-fold: (a) lists have been secured from organizations for the blind and general welfare agencies; (b) 600,000 registration cards have been circulated through the public schools, churches, the Police Department, and Post Office Department, chain store systems, and other sources. The public schools, the police, and post offices are co-operating under departmental authorization.

A carefully planned publicity campaign has helped greatly towards the success of the project. Twenty-eight Brooklyn daily and weekly publications have given prominent space to the purposes of the census and have urged prompt registration. At the office of the Census Committee, workers are receiving returns and tabulating results, while a staff of twenty-eight field workers are visiting and securing data for future study.

When the registration is completed, a survey of existing services available to the blind will be made and a program recommended for consideration. This will envisage the co-ordination of services offered by existing agencies, the necessary development of additional services, and the elimination of overlapping and duplication of work.

A committee of ophthalmologists will consider the medical findings of the survey, and it is anticipated that a program for the prevention of blindness will be undertaken. It is too early to report on registration figures and details of procedure. A statement will be issued by the Committee when the first part of the survey, covering the registration of the blind, has been completed.

GRACE S. HARPER, *Chairman,*
Committee on a Census of the Blind of
Brooklyn

APPOINTMENTS

NEW HEADS AT SUNSHINE HOME

The Arthur Sunshine Home at Summit, N. J., is now able to announce the appointment of Miss Kathryn E. Maxfield as Director. At present Miss Maxfield can give only part time to the Home, since she is still acting as Director of Personnel and Research at Perkins Institution in Watertown, Mass. In September, however, she will be able to devote full time to the Home.

Miss Maxfield, who became interested in work for the blind while a student at Mount Holyoke College, was on the staff of Perkins Institution as psychometrist for five years. She went from Perkins to the American Foundation for the Blind where she was Supervisor of Educational Research. At the end of eight years she left the Foundation to return to Perkins to the position which she now holds.



Miss Kathryn E. Maxfield

While at the American Foundation for the Blind, Miss Maxfield established *The Teachers Forum*, the only professional periodical for teachers of the blind in this country, and served as its editor until last year.

During the last few years, Miss Maxfield has become more and more impressed with the importance of studying the preschool blind child. In co-operation with the Arthur Sunshine Home and other nurseries for the blind, and with the New York Commission for the Blind, and Classes for the Blind in the Cleveland Public Schools, she made a study of the preschool child with severe visual defect, which will serve as a basis for further research.

The position of Director is a newly created one at the Arthur Sunshine Home, and is made necessary by the extension of the program at that institution, which is to be put into effect in the fall. Miss Maxfield's time will be given primarily to the development of a program for the study of the special needs of preschool children suffering from visual handicap, so that necessary adaptations can be made in play materials and in methods of training. On her, also, will fall the responsibility of developing an extension service which will carry the influence of the Home to those blind babies who can safely be reared in their own family circles.

Mrs. Dorothy Snell Murphy, R.N., who came to the Home in February as Superintendent, will continue in that office, and will have the full responsibility of managing the institution, and supervising the children's activities outside of school hours. She is well qualified to make for the children who live at the Nursery a true *home* in every sense of the word.

Mrs. Murphy began her career as a teacher in an English boarding-school. After reaching America, she taught for two years in a private school in Toledo, Ohio,

giving up this work to enter the Toledo Hospital Training School for Nurses, from which she graduated in 1910.

Mrs. Murphy was for several years Special Eye Nurse for the Ohio State Commission for the Blind. After the great explosion in Halifax, Mr. and Mrs. Murphy were sent to Nova Scotia to take entire charge of the eight hundred persons with eye injuries, and those blinded by the explosion.

As Mrs. Murphy's husband was later appointed Superintendent of a state school for the blind, she has had an opportunity to know blind children of all ages. After her husband's death, she became Field Secretary for the New York Institute for the Education of the Blind, and has also had administrative experience in an orphanage.

The combination of these two leaders in work for the blind will undoubtedly make of the Arthur Sunshine Home an outstanding center in this phase of work for the blind.

NEW WORKERS IN MICHIGAN

For the second time in seventy-one years, Michigan "went Democratic" when President Roosevelt was elected. The inevitable results were changes in many Michigan institutions, and of course, these included those serving the blind.

Clarence E. Holmes, Superintendent of the State School for the Blind in Lansing for the past thirty-two years, was replaced by Josef G. Cauffman. The two outstanding efforts of Mr. Holmes during his superintendency were the rebuilding of practically the entire plant, and the inauguration of the practice of sending blind students to the Michigan State College in East Lansing. During their college course, the students boarded at the School for the Blind, and were transported by bus to the college.

Mr. Cauffman, who succeeds Mr. Holmes,



John F. Hill

a native of Michigan, was graduated from the public schools of his home town, Dowagiac. After graduation from one of Michigan's normal schools, he completed his education with high honors at the University of California. Upon his return to his native state he entered the teaching profession and, prior to his appointment, served for nine years as principal of the Dowagiac High School.

Mr. Cauffman has taken up his new duties with enthusiasm and energy. He is much interested in all phases of Boy Scout work—indeed had become one of the important executives in this splendid movement. This will serve him well in his new enterprise.

One of the most interesting changes Mr. Cauffman made after his appointment was to make Mr. C. Nevison Roberts the head

of the Music Department. Mr. Roberts is well known to many workers for the blind throughout the country because of his tireless service in behalf of the American Association of Workers for the Blind, as its secretary prior to 1909.

Mr. Roberts graduated from the Michigan State School for the Blind in 1901, from the Nebraska University School of Music in 1908. After successfully teaching at Union College, Lincoln, Nebraska, he returned to Lansing in 1913 where he has served as organist of St. Mary's Church for the past twenty years. During that time, he has missed only sixteen Sundays. He was appointed as Director of Music in the School for the Blind March, 1934.

Another graduate of the Michigan State School for the Blind benefited by the political upheaval is "Jack" Hill, who, in February, was appointed Superintendent of the Michigan Employment Institution for the Blind, which is located in Saginaw. Mrs. Hill was a former teacher at the school in Lansing. Both she and her husband have been sincere friends of the blind for many years, and those who know them feel confident that they will render a fine service to those enrolled at the Institution.

Perhaps no greater compliment can be paid to these three appointees, Mr. Cauffman, Mr. Roberts, and Mr. Hill, than to say that they have the hearty endorsement of the blind and their friends throughout Michigan.

CHARLES F. F. CAMPBELL

MEDICAL SOCIAL WORKER FOR B.B.C

Miss Mabel Rainbow, medical social worker, began her work as supervisor of the medical social service activities of the Department for the Blind and the Crippled, Brooklyn Bureau of Charities in February.

Miss Rainbow is a native of California and received her early education and

nurse's training in that state. Her post-graduate work was secured at hospitals in New York City, and she later served for a number of years in the social service departments of various New York hospitals.

During the World War, she rendered distinguished service with the American Expeditionary Force in France. After the armistice, she returned to hospital social service work in New York, from which field she resigned to become the Superintendent of the Oakland Visiting Nurse Association.

Miss Rainbow is a member of the American Nurses' Association, National Organization of Public Health Nursing, and other allied organizations. Recently Miss Rainbow spent some weeks in Vienna studying the results of a socialized government in connection with housing, health, socialized medicine, municipal kindergartens, and maternity homes.

The Department for the Blind and the Crippled of the Brooklyn Bureau of Charities feels that Miss Rainbow's unusual background and experience will be of material assistance in further developing the medical social service activities with which this department is concerned.

NECROLOGY

CHARLES M. ANDERSON

Mr. Charles M. Anderson, member of the Florida Commission for the Blind and an active worker for the blind people of that state, died in Jacksonville in February.

Mr. Anderson, who was himself without sight, was both a business man and a song writer. During 1928 and 1929, he worked for the passage of the law establishing the Florida State Commission for the Blind, and after its enactment, continued to take an active interest in promoting the welfare of the blind.

RESIGNATIONS

ROBERT IRVING BRAMHALL

It is a cause of great regret to learn that early in March Robert Irving Bramhall, who, for more than eleven years, had been a most capable director of the Massachusetts Division for the Blind, left this work.

Mr. Bramhall was born in Plymouth, Massachusetts, and acquired his primary and secondary education there. He received his A.B. and A.M. degrees at Clark University, Worcester, Massachusetts, and took post-graduate work at Harvard University. Entering the educational field, he held positions as high school principal, head of a high school history department, superintendent of schools, and head of the Teachers Registration Bureau of the Massachusetts



Robert I. Bramhall

State Department of Education. From this last position he was transferred to the directorship of the Division for the Blind under the same department.

The blind say of Mr. Bramhall that he manifests infinite patience in discussing plans for the education and employment of individuals—that he looks on the bright side of life, cheering the discouraged, and can listen attentively to the troubles of others, putting himself into their places, making wise and helpful judgments which he assists them to carry out.

The same qualifications which have endeared him to the blind of Massachusetts have made him a leader in work for the blind in the country, and he has served in many capacities in the leading national organizations, among them as secretary of the American Association of Workers for the Blind, and as secretary and vice-president of the Association of Executives of State Associations and Commissions for the Blind. Mr. Bramhall was one of the organizers of this last-named group.

The good wishes of his thousands of blind friends and of his associates in other organizations for the blind throughout the country will be with him wherever he may be called to work.

LYDIA Y. HAYES

ERIC WESSBORG

Workers will learn with regret of the departure of Eric Wessborg from the superintendency of the Michigan Employment Institution for the Blind at Saginaw.

Mr. Wessborg came to the Saginaw Institution in November, 1928, at a time when the institution's affairs were in such a serious condition as to be a matter of grave concern to both the blind people of Michigan and the state officials as well. From that time until he relinquished his office on February 1 of this year, he has pursued a policy which has placed the institution's

affairs on an efficient, humanitarian basis. He made contracts with the Tykall Products Co., which operated originally only in Wisconsin, thereby bringing to the blind workers of Michigan the excellent marketing and sales facilities of that organization. He expanded the institution's activities so that they extended beyond the four walls of the broom and mop factory and set up a comprehensive program for those working on various articles in their homes.

Mr. Wessborg at all times enjoyed the universal respect and confidence of his fellow-townsmen and the whole-hearted co-operation of the blind of this state. This is as much as any man can ask for.

Mr. Wessborg is now employed as special service man for the Equitable Life Insurance Co., in Saginaw.

LAVERNE ROBERTS

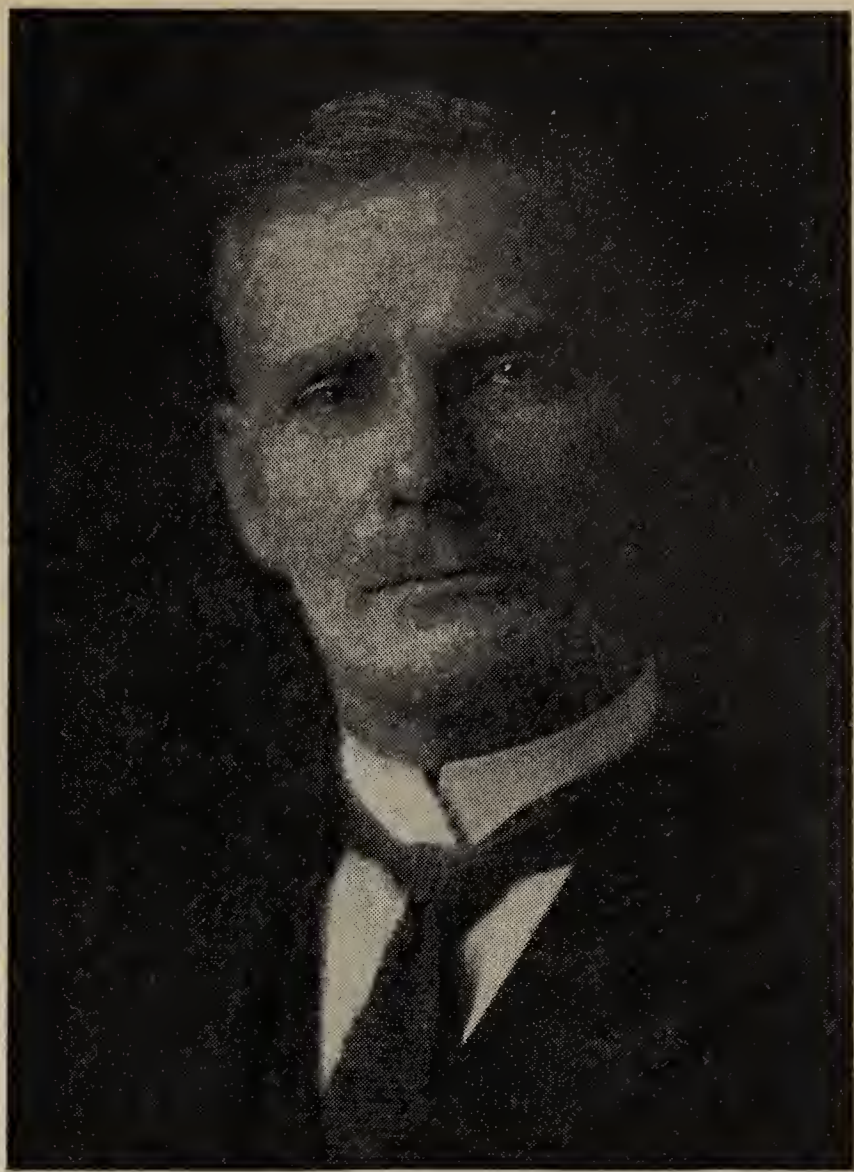
GEORGE S. WILSON

Mr. George S. Wilson, Superintendent of the Indiana School for the Blind for thirty-six years, resigned March 9, 1934. In years and in length of service, Mr. Wilson has the distinction of being the oldest superintendent in the western hemisphere, and probably in the world.

Mr. Wilson was superintendent of the public schools of Greenfield, Indiana, at the time he was elected to superintend the Indiana School for the Blind at Indianapolis and had previously been a successful teacher and principal in the schools of central Indiana.

Immediately upon assuming the superintendency of the School for the Blind, Mr. Wilson began an extensive study of the problems of the sightless, and through reading, travel, and professional associations became well informed on all phases of the education of blind children.

To Mr. Wilson belongs much credit for the adoption in 1917 of braille, grade one



George S. Wilson

and a half as the uniform type for the blind in place of the several systems of embossed type which had been in use prior to that time.

For thirty-three years Mr. Wilson was one of a committee of three to select all material printed at the American Printing House for the Blind, and he gave of his time and ability unreservedly.

Mr. Wilson is a profound student; he has a keen sense of humor; he is extremely fair and just and always able to understand the viewpoint of any who seek his guidance or help.

Although his long years of service and loyalty have won for him a well-deserved vacation, his many friends, young and old, will miss the helpful talks and sound advice which are an inspiration to all who have come under his influence.

LILLIAN BALL HEIM

MISS MARY CHAMBERLAIN

Miss Mary C. Chamberlain, who for twenty-six years served as Librarian for the Blind in the New York State Library, retired on January 1, 1934.

MRS. ISABEL KENNEDY

Mrs. Isabel W. Kennedy, Secretary of the Pennsylvania Home Teaching Society for twenty-eight years, resigned that office at the beginning of this year in order to devote her full time to the Blind Relief Fund of Philadelphia which she founded in 1909 and of which she has been the secretary.

The following resolution of appreciation was passed by the Board of Managers of the Pennsylvania Home Teaching Society at its meeting on January 31, 1934:

WHEREAS, The long, effective and faithful services of Mrs. Isabel W. Kennedy, as Executive Secretary of this Society, merit the warmest expressions of appreciation of the Board of Managers, therefore be it

Resolved, To place on the minutes of the Society an expression of the deep sense of gratitude of the Board to Mrs. Kennedy for the leading part she has played for twenty-eight years in conducting the activities of the organization with such distinguished fidelity and ability and that a copy of this resolution be presented to her.

(Signed) JAMES M. ANDERS, M.D.

(Signed) ELLIS A. GIMBEL,
Vice-President

(Signed) J. RODMAN PAUL,
Member of the Board

ANOTHER MAGAZINE IN MOON TYPE

The Braille Institute of America has begun the publication of a magazine, *The New Moon*, which, as its name suggests, is printed in Moon type.

The printing is done from stereotyped

plates, and the lines, contrary to the usual custom in Moon type, read always from left to right. Many readers have already signified their approval of this innovation.

The subscription price of the magazine is \$2.50 per year for blind individuals and \$5.00 per year for libraries.

DUNN BILL IN BRAILLE

H.R. 8520, the bill to open Federal Buildings to sightless stand operators, which was introduced in Congress by Congressman Dunn, has been put into braille by the Braille Institute of America. Copies may be had for ten cents each from the Braille Institute of America, 741 North Vermont Avenue, Los Angeles, California.

GARDENING FOR THE BLIND

The possibilities of gardening as a recreation and possible source of income for those without sight.

Reprinted from the *Outlook* Price 15 cents

APPLIANCES AND GAMES FOR THE BLIND

The American Foundation for the Blind carries a full line of appliances and games manufactured by the National Institute for the Blind, London, England.

Price list will be sent upon request.

AMERICAN FOUNDATION FOR THE BLIND
125 East 46th Street, New York

FOREIGN NEWS

THE BLIND IN JAPAN

The following is taken from a letter received from Mr. S. Nakao of the Akasaka Primary School for the Blind in Tokyo:

"The annual general meeting of the blind, held in Tokyo on February 5 and 6, had an attendance of about three hundred blind men and women.

"A resolution was passed strongly opposing the government's plan to put massage into the domain of physicians, on the ground that this plan, if put into force, would prove a menace to the livelihood of the blind.

"It was decided that a petition should be drawn up in favor of the enactment of a 'Blind Persons' Act' at the present session of the Diet, and sent to Mr. S. Takagi, blind member of Parliament."

BRAILLE NEWSPAPER

France's thirty thousand sightless are to have a daily newspaper printed in braille. The name of it will be *Read*. It will contain important news of the day and several features of special interest to the blind.

RUSSIAN WORK FOR THE BLIND

November 27-30, 1933, at Kazan (the center of the Autonomous Tartar Republic) a plenary session of the Central Board of the All-Russian Society of Blind Persons took place, at which the results of the work of ten years were summed up and further ways of development were planned.

Thirty-three thousand blind men and women were found to be members of this society, of which number twenty-two thousand blind persons comprise a network of labor organizations. The majority of the blind are working in special workshops, according to the VOS system, and in As-

sociations ("artels") for the Cooperation of Invalids.

The VOS has ninety-five training workshops of its own, in which about four thousand blind persons receive vocational training. Three thousand blind children are pupils of special schools, while, as an experiment, one hundred children are allowed to attend ordinary schools along with such children as are not blind. Three hundred persons are students of advanced schools and of colleges.

In a series of geographical centers, important undertakings of the factory type are being established, the largest of which will be the Leningrad Combine (still in the making), planned for eight hundred blind workmen. The principal product of this works will be electric motors.

One of the main problems of the Society is a shifting of the labor methods of the blind to more and more skilled levels, as well as an increase of its efficiency. In this respect we must note the work of the Tiflotechnical Section, in which quite a number of blind inventors take part. The Leningrad Institute of Scientific Research in Studies and the Organization of Invalid Labor develops its work in the same direction.

In 1934 the organization of the Society will undergo a change with a view to being adapted to industrial principles, that is, its lower groups will be equivalent to industrial units: workshops, "artels," factory schools, etc.

NEWS FROM DR. LÖWENFELD

Dr. Berthold Löwenfeld, formerly a member of the staff of the Jewish Institute for the Blind in Vienna, has left that position to become director of a boys' orphanage. Dr. Löwenfeld, it will be remembered, visited the United States several years ago to study educational methods for the blind.

IN THE MORNING MAIL

Every mail brings to Foundation headquarters letters containing questions or comments relating to work for the blind. Believing that the subjects discussed have a wide interest, the OUTLOOK will print excerpts from some of these letters in each issue.

BRAILLE PUBLISHING IN CHINA

The following excerpt from a letter from China will interest the book-lovers among our readers:

The braille printing press is another hope which has been dear to my heart for several years but has not yet been realized. So far as I know, there is but one small braille press in this great land of China for all its blind who read. Then where do we get all the books we use? We copy every one of them by hand on braille slates, one copy at a time, pricking them out letter by letter with a little pointed stylus, an almost inconceivably tedious, laborious task. Whenever we need a new book in the school, or whenever one of our teachers wants a certain book for her personal use, it is necessary for a dictator and a writer to spend hours upon hours in producing a single copy, and each succeeding copy requires nearly as long. For this reason our educated Chinese blind are suffering from book poverty and are sadly handicapped by the scarcity of literature to which they have access. It will be one of the crowning moments of my life when I see a braille printing press at work here on our premises turning out books which can be freely circulated among and read by all the Cantonese-speaking blind who can read. It will make no difference to us if our first press should be a small, old-fashioned affair, too slow to meet the present day needs of the western world, for it will be so much swifter and better than anything we have had that we shall call it wonderful. It is my dream, too, to use our own graduate pupils to do just as much of the work connected with the printing as they can possibly do, thus opening up a new line of occupation for those who are capable.

—MRS. MARY KNAP BURTT
*Sun Laap School for the Blind,
Shiu Hing, South China.*

MORE ABOUT GARDENING

The following comments came in response to the articles on "Gardening for the Blind," published in recent issues of the *Outlook*:

I was much interested in your article in the last issue on gardening. I am wondering if there has been much experimenting along this

line in our country. I know that a number do a little gardening but they do it in a rather haphazard way. It seems to me methods might be worked out which would make this possible and practical to the blind, especially, the many who have partial sight.

Doubtless many in the state schools are from rural homes. Perhaps they might be encouraged to experiment during the summer. I have in mind, for an illustration, an active, intelligent, ambitious, 'teen age boy in our State School who is practically blind. His parents say that he is despondent at home because he feels he can do so little. If they could be instructed to set aside a little plot of ground for him and would give him a little help at first, he might furnish the family with vegetables, earn a little, and be working toward the future. Possibly prizes would arouse interest, could such a thing be arranged.

According to report the government is planning to make possible the purchase of small, rural homes without cash down payment and on easy terms. Should this materialize it would give blind people an opportunity to get started.

MOON TYPE MAGAZINES

With the inauguration of two Moon type magazines in this country, the following information is of particular interest:

These two magazines are in advance, as far as production methods are concerned, over the still conservative and expensive method pursued in England of the type-setting process, whilst the two magazines in question will be embossed from stereotyped brass plates.

The founder and director of the Xavier Free Publication Society for the Blind, incorporated in 1904, designed the first stereotyping Moon machine in the country, and published the first book, *The Baltimore Catechism of Christian Doctrine* in two volumes, as far back as the year 1916.

Shortly after its publication inquiries were made about the Xavier Moon Stereotyping Machine from London and Vienna. The World War, however, put an end to all further inquiries and correspondence on the subject.

Xavier Free Publication Society for the Blind

BULLETIN BOARD

News items from agencies for the blind in all parts of the country are desired for these pages. All manuscripts should be in the Editor's hands four weeks before the date of publication.

Louisiana State School for the Blind—During the month of February, Miss Susan M. Bassett, representing the Louisiana Society for the Prevention of Blindness, and Mrs. Louise B. Hine, Field Agent for the Louisiana School for the Blind, made a survey of three rural parishes in the southern part of the state for the purpose of talking to all of the midwives and studying the conditions relating to the protection of the eyes of babies. The Louisiana School for the Blind hopes to continue this work through the Field Agents until all of the rural parishes of the state have been reached. It is hoped that in this way the services of midwives of the state will be improved and that blindness from babies' sore eyes will be greatly reduced.

Territorial School for Deaf and Blind (Honolulu)—A definite program of medical social service for the blind and semi-sighted of Hawaii and an educational service for the prevention of blindness has been in operation as an extension function of the University of Hawaii since July, 1933. A qualified social worker, Mrs. Dora Zane, who works under the supervision of the Hospital Social Service Association, has, with the help of school authorities and all interested agencies, been able to bring practically all work for the visually handicapped in Hawaii into one field of endeavor.

Need of work in this particular field has been shown by the numbers of children and adults who have already availed themselves of the new service. At the outset a hasty survey showed two hundred persons in the Territory suffering from complete blindness or serious impairment of vision. During the past six months 327 persons have been referred to the eye social service for assistance and advice. Among this number were many who were not able to pay for care, and Mrs. Zane has been able to obtain for them expert care, glasses, and hospitalization.

Under the system in operation since September of the present year, Mrs. Zane demonstrates

eye testing to the public health nurses, and they in turn instruct the teachers. Children found by the teachers to have defective sight are referred to the public health nurses for re-examination. Many children suffering from eye defects have been discovered in this manner, and in each case, the parents have been notified and advised on the importance of early medical care.

Mrs. Zane keeps in close touch with the activities at the Workshop for the Blind which is operated under the director of the Lions Club. She has also found six blind women in the city who are anxious for employment and entertainment, and for them she has procured the services of a teacher who will instruct them in handicrafts.

In addition to her other duties, she assists the eye clinic at Palama Settlement by doing follow-up work on certain diseases of the eye.

Indiana Board of Industrial Aid for the Blind—C. W. A. workmen have been busy for the past few weeks on a project at the headquarters of the Board of Industrial Aid, cleaning and painting walls, refinishing floors, etc. This work will leave the institution in splendid condition.

Delaware Commission for the Blind—During February a special effort was made to secure work for the men living at the Blind Shop and as a result, more than two hundred chairs have come to the shop for re-caning. The Lions Club of Wilmington paid half the cost of the work. An intensive program of radio and newspaper advertising helped to increase the business of the Blind Shop.

Massachusetts Association for Promoting the Interests of the Adult Blind—New officers elected by the Association include the following: President, J. Amory Jeffries; Secretary, Francis M. Andrews, Jr.; Treasurer, William A. Parker; and sixteen Members of the Council.

Shreveport Association for the Blind—At the annual election of officers Mr. Thomas L. Amiss was elected president of the organization, succeeding Dr. Abram Brill.

Missouri School for the Blind—At the Midwest Education Conferences held in March under the auspices of Washington University and the Progressive Education Association in St. Louis, part of the program was devoted to the education of handicapped children. Mr. S. M. Green, Superintendent of the School, gave an address on "Methods of Teaching Blind Children" and demonstrations of typewriting, folk dancing, reading, map study, glee club, and orchestra work were given by the blind students.

Cincinnati Library for the Blind—Arrangements have been made to move the library for the blind, which consists of more than fifteen thousand braille volumes, from its present location in the Public Library to the Clovernook Home for the Blind.

The books will be housed in the Clovernook bindery, an arrangement which will offer three or four times as much space as is now available in the library building, as well as allowing for expansion.

Perkins Institution—A booklet containing stories of Christmas customs in foreign lands, which were told at chapel exercises by students without sight from other countries, has been printed for general distribution. . . . A committee made up of representatives of the Board of Managers of the Boston Nursery for Blind Babies and the Trustees of Perkins Institution is working on a plan for a nursery school to be conducted under the joint auspices of both boards. . . . The Perkins Players gave for their annual play on March 16 and 17 Oliver Goldsmith's comedy, *She Stoops to Conquer*. . . . On Washington's Birthday, a thousand people thronged Howe Building for the annual visiting day. Exhibitions of work and play were offered in all parts of the building. . . . Each Sunday evening a cottage family is entertained at the Director's house with a speaker and refreshments. On Wednesday afternoons tea is served at the Director's house for mem-

bers of the staff. . . . Mr. Roberick Stebbins, who has just completed the Harvard Course and is a graduate of Harvard, has joined the staff as adviser to college students. . . . Mrs. Louise Coburn, school visitor since September, 1931, resigned, her resignation to take effect April 1. Mrs. Coburn was married last summer, and her husband has been transferred from Boston.

New York Institute for the Education of the Blind—On Wednesday afternoon, March 21, and Thursday evening, March 22, the New York Institute for the Education of the Blind presented as the Anniversary Exercises an exhibition of the manual training work carried on in that school. A short program was given, after which the school held "open house." Visitors were conducted about the various manual training rooms and shown the work going on. Many questions were asked of the pupils by the visitors, and it is thought that in this way the character of the work done has become better known to parents and others who attended the exercises. . . . Athletic directors from schools at Baltimore, Philadelphia, Hartford, and Watertown, Massachusetts, met at the New York Institute on Friday and Saturday, March 16 and 17, for the purpose of formulating rules to govern interschool contests. . . . Mr. Halvdan Karterud, who sailed for Oslo March 7, teacher at the Trondheim (Norway) School for the Blind, spent two weeks as the guest of the New York Institute.

Missouri Commission for the Blind—In January of this year, an educational campaign was started by the Missouri Commission for the Blind through radio broadcasts. Talks are given by members of the staff once a month over two St. Louis broadcasting stations on the program of the Missouri Commission for the Blind and the services rendered through its six departments.

Clarification of the activities carried on by the state through the Missouri Commission for the Blind, and stimulation of interest of the seeing public in the trained, employable blind adult, are the objectives. The addresses are planned so there will be one each month presenting the social service aspect, with especial

emphasis on prevention of blindness, conservation of vision, and restoration of sight; and one on the industrial program.

These talks are listed in the radio programs of the local daily newspapers, and are also given publicity through club and church papers, and have resulted in many requests for speakers on prevention of blindness and work for the blind before student groups and organizations and societies.

West Virginia State Schools for the Deaf and the Blind—The West Virginia School for the Blind has attained the highest enrollment of its history, now having 120 students. . . . Rehabilitory service as a C.W.A. project, amounting to over \$4,400, is being conducted. Complete physical examinations, teeth correction, tonsillectomies, and refractions are being made in an effort to bring medical records up to date. Dr. Blaydes of Bluefield, who is conducting the tonsil and eye service, found eighteen persons for whom surgery would restore considerable sight. . . . The Alumni Association of the West Virginia School for the Blind will hold a meeting from June 5 to 8 at which Mr. Earl Fisher, President, will preside. It is intended to organize and incorporate an Association for the West Virginia Blind at this time.

Connecticut Board of Education of the Blind—Another newsstand for a blind man has been opened in the Hall of Records Building in New Haven. The Board has also obtained permission to install another stand in the Municipal Building at Hartford. The State Board now has stands operated by blind men in state, county, and city buildings in Connecticut. These stands are supervised by a field worker of the State Board. . . . At the end of forty years of organized work for the blind in Connecticut, a study was made of the 610 blind persons who had been educated during that period. Sixty per cent of these were males, and 171 of these individuals received instruction at more than one school. It was found that thirty-four institutions had offered opportunities for instruction including Harvard, Yale, and other colleges; also normal schools, schools of music, professional schools,

church training schools, trade schools, business schools and high schools. The records show that approximately one half of the 610 persons who have been educated at state expense in forty years have attained success. While success is a relative term, it was decided for the purposes of the study that it should mean those who, through their own efforts, had earned a modest living or better.

It was found that approximately 150 persons included in the 610 individuals who had been educated were deceased. In order to test the accuracy of the findings, the measure of success or failure was applied separately to the dead and the living groups. The similarity of the findings in both groups was almost startling. Of the approximately 50 per cent of the blind persons who attained success, 49 per cent were totally blind and 44 per cent of these had either lost their sight at birth or under one year of age.

National Society for the Prevention of Blindness—Four universities will offer courses for the training of teachers and supervisors of sight-saving classes this summer (1934), it is announced by Mrs. Winifred Hathaway, Associate Director of the National Society for the Prevention of Blindness. The courses will be given at:

State Teachers College, Buffalo, N. Y.
University of Chicago, Chicago, Ill.
University of Cincinnati, Cincinnati, Ohio
Teachers College, Columbia University,
New York City.

Information concerning the university summer courses may be secured from the respective universities or from the National Society for the Prevention of Blindness, 50 West 50th Street, New York City.

District of Columbia Association of Workers for the Blind—Three Sight-Saving classes have recently been started in the Washington, D. C. public schools—two for white children and one for colored. Each class covers several grades. This long needed enterprise was brought about through the patience and untiring efforts of Mrs. May B. Collins Vories. At the crucial moment she was greatly assisted by the help of Mrs. Winifred Holt Mather.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind.

Physical Education of the Blind, the report of the Summer Course given in July, 1933, at the School for the Blind, Swiss Cottage, London, England, under the auspices of the College of Teachers of the Blind, has just been issued by the latter organization. The report is a collection of papers dealing with various phases of physical education of blind children, and also includes outlines for practice classes and lecture demonstrations.

The National Institute for the Blind, London, England, in connection with the Gardner's Trust for the Blind, has issued a new edition of the *Directory of Agencies for the Blind*. This very helpful handbook records the changes which have appeared in the organizations for the blind in England and Scotland since the previous edition was published in 1932.

The 1934 revised edition of the *Handbook on the Welfare of the Blind in England and Wales*, published by the Advisory Committee on the Welfare of the Blind of the Ministry of Health, London, England, contains much new material as compared with the first edition of this pamphlet published in 1927. Among other things, the revision reports changes in the organization of services for the blind as a result of the Local Government Act of 1929. There are also reports on recent developments in the arrangements for certification of the blind and a description of the Blind Voters' Act of 1933 which enables a blind person to vote with the aid of a companion.

"Sensitivity to Light in a Case of Hysterical Blindness Studied by Reinforcement-Inhibition and Conditioning Meth-

ods" by L. H. Cohen, E. R. Hilgard and G. R. Wendt, is found in the *Yale Journal of Biology and Medicine* for October, 1933. Experiments showed that visual stimuli present in the blind area of this hysterical patient were effective in eliciting responses.

The story of another incident of hysterical blindness is found in "A View of Cornwallis' Surrender at Yorktown" by Randolph G. Adams in the *American Historical Review* for October, 1931. In this article are some hitherto overlooked facts about the fateful attacks of blindness suffered by General Clinton, a leader in the War of the Revolution.

The *Journal of American Medical Association* for February 3, 1934, contains an article, "Nutritional Night Blindness," by D. L. Wilbur, M.D., and G. B. Eusterman, M.D. The authors remark that cases of nutritional night blindness are very rare in the United States.

"Lord That I May See" by Mary Hook Mullin, in *The Commonweal*, for September 22, 1933, is a relation of the efforts being made to provide literature for the blind of Catholic faith. The greater part of the article is devoted to a description of the Xavier Free Publication Society for the Blind, in New York.

The United States Office of Education recently issued Chapter VI of its *Biennial Survey of Education in the United States—1930-32*, under the title "The Education of Exceptional Children." It contains statistics on various phases of the education of the blind child.

HELGA LENDE

BOOK NEWS

BLINDNESS AND THE BLIND IN THE UNITED STATES, by Harry Best, Ph.D. The Macmillan Company, New York, 1934. 714 pp., \$6.50.

Blindness and the Blind in the United States is the result of years of unswerving and disinterested devotion to a cause—disinterested, for it is written by a professor of sociology and not by a worker in either the field of prevention of blindness or that of the blind. Dr. Best became interested in the blind some twenty-five years ago when, as a student at Columbia University, he wrote his thesis upon “Benefactions for the Deaf, the Blind, and the Feeble-minded.” The study made at that time resulted in a book of considerable proportion entitled *The Blind*, published in 1919, and this has served as the only reference book of its kind in the field of the blind.

The present book, *Blindness and the Blind*, is a more exhaustive work than the previous publication in that it gives consideration first to the causes of blindness and their prevention. Dr. Best points out that 75 per cent of blindness is unnecessary and preventable if proper care is given and indicates the ways in which blindness from various causes has decreased and the methods by which it can further be prevented.

Part II, “The General Condition of the Blind,” includes interesting statistics, a definition of blindness, the number of blind people in the United States, the blind by age, race, sex, etc., and the cost of blindness to the individual, to the state, and to society.

Part III, “Provision for the Education of Blind Children,” gives a short sketch of the education of the blind prior to the

time when it was inaugurated in the United States in the early 1830's and deals exhaustively with the laws providing for, and the establishment of, the residential schools in this country as well as the development of the day classes in the public schools, and the cost to the state of educating blind children.

“Intellectual Provision for the Adult Blind” is the subject of Part IV. This includes an interesting historical sketch of the early efforts both here and abroad to develop a system of raised print which the blind could write as well as read; the printing of books; libraries for the blind; and the development of home teaching of the adult blind.

Part V, “Material Provision for the Blind,” deals largely with the activities developed to aid the adult blind—such as workshops, employment in industry, pensions, homes, etc., while Part VI is given to a discussion of the organizations providing this assistance with the type of service available.

In his conclusions in Part VII, Dr. Best states that, while there are brighter prospects ahead for the blind through the more comprehensive and far-reaching measures being adopted in their behalf, he does not believe that their problems are on the eve of being solved. He says “there is no solution of these problems this side of restoration of the blind to sight.” In any consideration of the problems relating to the blind, the question inevitably arises as to whether blindness might not have been prevented, or at least reduced, in view of the fact that approximately 75 per cent of all blindness could be prevented if taken in time. So Dr. Best's purpose has been to indicate what blindness means in human society and what are to be our duties respecting it.

In the entire publication there is a plea that the condition and the needs of the

blind be realized; that what is involved in blindness be understood; that more efficient and effective opportunities for training and employment be developed as well as a recognition of more adequate efforts to prevent blindness and conserve sight.

Just as *The Blind* has served a great need, so Dr. Best's *Blindness and the Blind in the United States* will take its place as an outstanding compilation of material relating to these subjects. It is a treasure-house of information. Social workers, students of economics and sociology, and those engaged in work for the blind and the prevention of blindness will find it an invaluable reference book.

MARY DRANGA CAMPBELL

TWO HELPS IN SOCIAL CASE WORK

THE RURAL COMMUNITY AND SOCIAL CASE WORK, by Josephine C. Brown. Family Welfare Association of America, New York, 1933. 166 pp., \$1.00.

SOCIAL CASE WORK: AN OUTLINE FOR TEACHING. Edited by Mary Antoinette Cannon and Philip Klein. Columbia University Press, New York, 1933. 627 pp., \$5.00.

Two of the recent publications in social work are of such a nature as to be especially helpful to workers for the blind.

The Rural Community and Social Case Work is a handbook for the rural worker, particularly useful in those districts where social case work is being developed for the first time. The author confines herself to fundamental attitudes and procedures, and practical advice expressed in simple language.

One of the high points of the book is Miss Brown's statement of the nature and purpose of social case work:

Social case work is concerned with the problems of families and individuals who are in trouble because of sickness, death, unemployment, desertion, delinquency, disagreement between husband and wife, and other difficulties

between members of the family or between individuals and the community. The case worker's aim is to preserve family life where it is threatened; to restore it where it has been broken; to find for people whose home cannot be restored the best possible substitute for normal family life.

The book by Miss Cannon and Mr. Klein was prepared by a committee of the New York School of Social Work for use as a textbook. To this end the case histories of typical clients have been selected and summarized to illustrate various case-work problems, with brief "teaching notes" to "point the moral." While the book is necessarily somewhat technical and specialized in nature, it is not above the abilities of the thoughtful reader, and will prove a valuable study aid for those who, unable to take formal training in social work, wish to increase their professional knowledge by home study.

EVELYN C. MCKAY

OUTWITTING FATE

EVASION, by Marcel Bloch. Editions Morinay, Paris, France. 1932. 193 pp. \$.85.

Some three or four years ago a party of distinguished French lawyers visited America to attend meetings of the Canadian and American Bar Associations. I remember reading at that time about one of these jurists, Maître Marcel Bloch, who was blind but who had achieved an enviable reputation in France notwithstanding. In the late winter of 1932-33 I was one evening looking through a copy of the French magazine *L'Illustration* and lit upon an appreciation, rather than a review, of a book entitled *Evasion* recently published by this same blind advocate.

Evasion is a novel, but, in the light of the knowledge of the author's physical condition and the reference in the preface to his application for admission to the French Bar, it is not difficult to conclude that the

whole atmosphere, and indeed many of the incidents of the story, are autobiographically true to fact. It is the story of a young French Jew who lost his sight at the age of eight from scarlet fever. From the beginning of his life in the dark he was made to feel that he was, as the Minister of Education said on visiting the National School for the Young Blind in Paris, "*une épave de la société*"—a piece of social wreckage. Young as he was, Pierre Derheim (the name of our hero) so keenly felt the cruelty and lack of comprehension of such a designation that he became seriously ill and had to be taken out of the school. He never returned to it.

Finally his mother succeeded in having her blind son admitted to the *Lycée* of his native city where he acquitted himself with credit. He then went on to study law and was finally admitted to the Bar in Paris, after having been refused in his native district. Eventually success came to him, he married a charming girl, and the story closes with a sympathetic picture of Derheim in the midst of unclouded domestic felicity.

Every step of Derheim's career from

childhood to maturity and success is known by experience to many of us today. We are all at some time and by some people made to feel that we are "pieces of social wreckage." It is fortunate that our means of intellectual development are now so diversified and so easily accessible as to give the ambitious and intelligent element in our group the opportunity of arming for the battle of life to such good effect as to compel our adversaries—ignorance and traditional prejudice—to yield to our assault and grant us our place in the sun. But after all, *Evasion* is a story whose incidents must, for a very long time to come, remain distinctly individual and personal and must be repeated in every case where distinct success is to be achieved. Every blind man must still fight his way upward although from decade to decade the effort required becomes less and less. And in every case the story will close with what is really its text: "*J'ai conjuré le sort, pour être comme les autres,*" said Derheim, which statement may be freely translated: "I have outwitted fate so that I might be like other people."

S. C. SWIFT

FORM OF BEQUEST

I give and bequeath to the American Foundation for the Blind, Inc.
125 East Forty-sixth Street, New York, N. Y., the sum
of _____ Dollars
for the general use of said corporation.

(Signature)

(Address)

POSITIONS WANTED

TEACHER OF HISTORY, POLITICAL SCIENCE, AND ELEMENTARY ECONOMICS AND SOCIOLOGY wishes position. Graduate of the Illinois School for the Blind, Jacksonville, Illinois; B.A. degree from Bradley College, Peoria, Illinois; M.A. degree from the University of Chicago.

KINDERGARTEN OR PRIMARY TEACHER wishes position in an institution or day-school class for the blind. Applicant is a fully-seeing normal school graduate; graduate of Harvard-Perkins Course. Three years experience in teaching kindergarten and primary subjects to blind and partially-seeing children. References. E.E., in care of the *Outlook for the Blind*.

SECRETARY — Sighted woman, normal school graduate with fourteen years secretarial experience, wishes position in school or agency for the blind, preferably within commuting distance from Paterson, N. J. References. Miss Lillian F. Adams, 621 Market Street, Paterson, N. J.

PHYSICAL EDUCATION INSTRUCTOR—Young woman, sighted, B.S. University of Minnesota, experienced in playground work and physical education for adults and children, desires position. Special interest in the blind. References. G. C. W. c/o *Outlook for the Blind*.

INTERMEDIATE OR PRIMARY TEACHER wishes position. Three years experience. References supplied by writing to S.A. c/o *Outlook for the Blind*.

PRIMARY TEACHER—Graduate of the Alabama School for the Blind desires position. Supervised teaching experience. Lucille Beavers, 2012 3rd Avenue N., Irondale, Alabama.

INSURANCE BOOKS IN BRAILLE

For the benefit of sightless agents, several well-known insurance books have recently been published in braille. These books have been sponsored by the Braille Institute of America at the special request of Julius Jonas, an agent of the New York Life Insurance Company.

These publications include:

House of Protection, by Griffin M. Lovelace

Sensible Selling, by Ralph G. Engelman and Vincent B. Coffin

A Digest of Insurance, by Ben Butzel (4 volumes)

Insurance, by S. B. Ackerman (7 volumes).

The following pamphlets of the New York Life Insurance Company have also been put into braille:

Family Income Policy

New Annuity Endowment for Men

Annuities—Guaranteed Life Income

Blind insurance agents may borrow these books free of charge from Mr. Julius Jonas, 16 East 42nd Street, New York City; from the Hadley Correspondence School of Winnetka, Illinois; or from the Braille Institute of America at Los Angeles, California.

BRAILLE LENDING LIBRARY

A good selection of braille books can be found at the braille headquarters of the Mercantile Library, New York Chapter, American Red Cross, 315 Lexington Avenue, New York City.

These books will be franked to readers anywhere in Greater New York. A complete list of the titles available in braille may be obtained by writing to the above address.

OUR CONTRIBUTORS

MRS. MARY DRANGA CAMPBELL, Director of the work for the handicapped at the Brooklyn Bureau of Charities, is well known to workers for the blind. She has been Associate Editor of the *Outlook for the Blind* in its early days, Superintendent of the Ohio School for the Blind, and Executive Director of the Pennsylvania State soursi Commission for the Blind.

SAMUEL P. HAYES, PH.D., is Consulting Psychologist for the American Foundation for the Blind, and Professor of Psychology at Mt. Holyoke College. Dr. Hayes has standardized the Binet-Simon Tests adapted for use with the blind. He has, for some years, been Director of Psychological Research at the Pennsylvania Institution and Perkins Institution.

HALVDAN KARTERUD was, in 1919-1920, president of the Norwegian Association for the Blind; and since 1922, has been president of the Association for the Blind of Northern Norway. Recently, he has been

HOW TO TEACH ADULTS
REVISED BRAILLE
By DIANA HIRSCHLER
A guide for the use of seeing friends who are helping blind beginners to learn braille.
May be obtained from Diana Hirschler, Room 1154, 125 E. 46th St., New York

in the United States studying at Perkins Institution. Mr. Karterud is known to Americans as a delegate to the World Conference on Work for the Blind.

EVELYN C. MCKAY is Research Agent for the American Foundation for the Blind.

BEN PURSE, who is a member of the staff of the National Institute for the Blind, London, is himself blind and has long been recognized as an authority on matters concerning the blind.

S. C. SWIFT, Chief Librarian of the Canadian National Institute for the Blind, is well known to our readers.

AMERICAN FOUNDATION FOR THE BLIND, Inc.
125 East 46th Street, New York, N. Y.

I wish to become a

☐ Professional*\$ 2 per annum
☐ Contributing 10 per annum
☐ Associate 25 per annum
☐ Sustaining 50 per annum
☐ Patron 100 per annum
☐ Life 1000

member of the Foundation

paying per annum.

Name

Business Address

.....

Residence Address

..... Date.....

* Must be actively engaged in or connected with work for the blind.

PUBLICATIONS OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

EDUCATION

ADAPTATION OF EDUCATIONAL TESTS FOR USE WITH BLIND PUPILS

By Kathryn E. Maxfield..... 75c

THE BLIND CHILD AND HIS READING—A Handbook for Teachers of Primary Braille Reading

By Kathryn E. Maxfield.....\$1.75

THE BLIND CHILD IN THE WORLD OF NATURE —A Report of a Nature Study Project

By Dorothy Dean Sheldon..... Free

THE DALTON LABORATORY PLAN IN A SCHOOL FOR THE BLIND

By Helen Parkhurst and J. M. Ritchie.. Free

THE DEPARTMENT OF SPECIAL STUDIES

By Frieda Kiefer Merry, Ph.D...... Free

FROM HOMER TO HELEN KELLER

By R. S. French, Ph.D......\$2.25

GENERAL SCIENCE—A One-Year Course of Study Adapted for Use in Schools for the Blind

Compiled by the General Science Committee 50c

PRESENT STATUS OF INSTRUCTION IN PRIMARY READING IN RESIDENTIAL AND DAY SCHOOL CLASSES FOR THE BLIND

By Kathryn E. Maxfield..... 25c

READING LISTS ON PHASES OF THE EDUCA- TION AND PSYCHOLOGY OF THE BLIND

Compiled by Helga Lende..... Free

SUGGESTIONS FOR MOTIVATING PRIMARY BRAILLE READING

By Frieda Kiefer Merry, Ph.D...... 25c

TOUCH READING OF THE BLIND

*By Karl Bürklen. Translated by Frieda
Kiefer Merry, Ph.D.*.....\$2.00

HOME TEACHING

CASE-WORK PRINCIPLES IN WORK FOR THE BLIND. A Symposium (Reprinted from the *Outlook for the Blind*)

*By Helen P. Kempton, Ethel L. Harvey,
Mary Virginia Miller, Calvin S. Glover,
and Eva B. Palmer*..... 25c

HOME-TEACHERS—SIGHTLESS OR SEEING? A Symposium (Reprinted from the *Outlook for the Blind*)

*By O. H. Burritt, D.Sc., Murray B. Allen,
and A. Siddall*..... 25c

VOCATIONS

BLIND DICTAPHONE OPERATORS AND TYPISTS IN THE UNITED STATES AND CANADA

Compiled by Charles B. Hayes..... Free

INSURANCE UNDERWRITING—A Study of the Business in Its Relation to Blind Agents

By Lela T. Brown..... 50c

OSTEOPATHY—Opportunities for the Blind in Training and Practice

By Lela T. Brown..... 50c

PROFESSIONAL WRITING—Opportunity for the Blind in Journalism and Allied Fields

By Gordon Lathrop..... 50c

STAND CONCESSIONS—As Operated by the Blind in the United States and Canada

By Lela T. Brown..... 50c

LEGISLATION

BLIND RELIEF LAWS: THEIR THEORY AND PRACTICE

By Robert B. Irwin and Evelyn C. McKay
Paper \$1.00; cloth \$1.50

LAWS GOVERNING STATE COMMISSIONS AND DEPARTMENTS FOR THE BLIND (Revised to January 1, 1932)

Compiled by Evelyn C. McKay.....\$1.00

PERIODICALS

OUTLOOK FOR THE BLIND—A Professional Magazine for workers for the blind. Issued five times a year

Ink-print edition 50c a copy; \$2.00 a year
Braille edition (slightly abridged)
20c a copy; 40c a year

THE TEACHERS FORUM—For Instructors of Blind Children (Ink-print and braille)

Issued five times a year, 20c a copy; \$1.00 a year

GENERAL

DIRECTORY OF ACTIVITIES FOR THE BLIND IN THE UNITED STATES AND CANADA—1932 edition

Compiled by Lotta S. Rand.....\$2.15

DIRECTORY OF PERIODICALS OF SPECIAL INTER- EST TO THE BLIND

Compiled by Helga Lende..... 25c

PROCEEDINGS OF THE WORLD CONFERENCE ON WORK FOR THE BLIND.....\$5.00

THROUGH BLIND EYES

*By Maurice de La Sizeranne. Translated
by F. Park Lewis, M.D. (Distributed but
not published by the Foundation)*.....\$1.35

Prices include postage

AMERICAN FOUNDATION FOR THE BLIND, INC. 125 E. 46 ST., N. Y. C.

OUTLOOK FOR THE BLIND

JUNE, 1934

VOLUME XXVIII

NUMBER 3

Published by the

AMERICAN FOUNDATION FOR THE BLIND

HANDICAPPED WORKERS AND THE NRA

By E. STAGG WHITIN, PH.D.

INDUSTRY in the United States comes under the NRA. Just what is meant by coming under the NRA, would needs be described by a complete study of existing codes and their practice. The growing regimentation of industry in the United States under the chaperonage of the federal government, with the labor agreements and regulations and the definitions of fair practice, is known in a general way to the citizenship of the United States. Whether we are for it or against it or comprehend in any way the growth in our permanent institutions which is to come out of it, there is one product which, it seems obvious, will persist, and that is a minimum standard of wage for the workers in each of the industries with a maximum number of working hours. Should the federal structure now controlling the NRA pass out, the business

structure of trade organizations will persist and find support for these two principles in state legislation; or, in other words, if it cannot be maintained under the federal constitution, the forces of labor and manufacturers and the public demand for perpetuation of this form of control can legalize it under the state constitutions where there is no doubt as to its constitutionality. Therefore, maximum hours and minimum wages have come to stay.

Problem of the under-privileged and handicapped under the NRA Codes

As the structure of the NRA has developed, it has become apparent that there are in the United States persons, anxious and willing to labor and requiring such labor for their maintenance, who cannot earn a minimum wage in the maximum hours in any trade or industrial occupation. These persons, for some reason or other, which cannot be rectified by conditions in the trade, either through management or machine invention, cannot in the required number of hours operate in such

EDITOR'S NOTE—On April 13, 1934, the Department of Public Welfare of the General Federation of Women's Clubs called a conference to discuss the economic adjustment of handicapped workers under the NRA. The statement here presented was prepared by Dr. Whitin at the request of this conference and was conveyed to President Roosevelt by the General Federation of Women's Clubs.

a manner that the value of their operating will be such that the person hiring labor will find it expedient to give them opportunity to labor. In a broader and different sense they may be said to be “under” the NRA.

How many persons are there who, as producers, working maximum hours under the conditions which are imposed upon them by handicap or circumstance in their lives beyond their control, have not a value equal to the minimum wage under the codes of the NRA? Estimates only are available, but it is said on good authority that the statement that five million persons are in this class was challenged by the relief administration and was later proved true to its satisfaction. It is understood that these persons do not include any of those who have been debarred on the basis that they were under sixteen years of age. This child labor group is presumed not to be competent for labor, and its members are supposedly supported as the dependents of other laborers who are their parents and guardians. Children under sixteen will not, therefore, be considered in this group. Five million remain to be considered.

Steps so far taken toward solution helpful, but still inadequate and incomplete

Presenting their claims and the right to labor before various code authorities under the NRA are representatives of the varying types of persons included in this group. Already exceptions have been written into certain of the codes. There is a definite expression of sympathy on the part of all those in authority for the difficulties which arise in these groups, and there is a persistent feeling that there must be a solution. To answer this demand for a solution, there have begun to appear executive orders, suspending the code or codes in their application in specific instances for a definite period of time and calling

for the setting up in connection with each of the groups asking for adjustment, some sort of organization which will undertake to solve the problems of its group, while avoiding a violation of the specific principles and purposes of the NRA. It is helpful and kindly in its intent but inadequate and incomplete. No basic philosophy has been set up, no correlation of this philosophy with the general tenets of the New Deal has been thought through. It is to this task that we must apply ourselves.

Adjustment of machinery of NRA Codes necessary to solution of problem

Mr. Hoover, under the great impetus of prosperity, pronounced as a goal the abolition of poverty. Mr. Roosevelt, under the impetus of the depression, substituted a guaranteed security—that is, that every man unable to find work in the ordinary industrial processes is in some way to be supplied with work and paid an amount equal to the minimum wages guaranteed to competent workers under the codes. While the wages paid and the wages set up under the codes were not identical, the attempt was to follow this formula. As made-work has never been sufficient to employ all the so-called unemployed, we have never known how many of those who were estimated as unemployed were actually unemployable under the made-work provisions; and again, as the made-work was often operated on a basis of efficiency far below that of ordinary industrial operations, there was no telling how many of those who were used on the made-work were competent actually to earn a code wage, the theory being that under efficient employment they probably could earn much more than this minimum wage—a thing that is not necessarily true. It is clear though that the theory and philosophy of the government is that work shall be made for those needing to be employed in agriculture or industry,

in the hope that, with the growth of prosperity and the growth of agriculture and the improvement of industry, a larger number all the time will be taken over by ordinary industry at the minimum wage or at a higher level. The technocrats deny that industry and agriculture can consume all this labor at the present maximum hours and minimum wage levels. If they are right, the task can be accomplished by the spreading of labor through the reduction of maximum hours, but only to such a point that the value of the service of a man during the maximum hours equals the value of the wage which has been established as a minimum. These five million cannot meet this requirement. It is easy to see, therefore, that the general theory of the solution of the unemployment problem sets up a premise which can be satisfied only by a thorough adjustment of the machinery of the NRA Codes to give a promise to five million people who are awaiting the answer.

Present exceptions not practicable of administration

The theory of exceptions written into the NRA Codes raises a dangerous and difficult precedent if the enforcement machinery is not to become more elaborate than practical operation would permit, but certain exceptions have been proposed and in some cases adopted. The main exception is to allow employers to employ between 5 and 10 per cent of their employees on the basis of a subnormal group. Such a criterion will, of course, work differently in a plant of six thousand, and a plant of six, workers. Ten per cent of six workers is as difficult to conceive of as 5 per cent and is entirely impractical, while the employing of six hundred sub-level operatives in the six-thousand-man plant opens the whole question of the substitution of subnormal workers and the value of their output as

compared with minimum wage, the answer to which can never be fairly and justly worked out unless by the licensing of each individual after study of the operations on which the licensee is to be put, together with his actual situation. Theoretically, such control of the five million workers would be a stupendous task and involve a bureaucratic proposal which is hardly conceivable in the present development of the United States government. It is conceivable that some progress can be made in certain specific industries in which there are specific lines of operation which can be performed by the aged, handicapped, or feeble-minded, under the license system suggested by Miss Frances Perkins, with the state check upon it through the State Labor Department with advice from the State Welfare Department. The Federal Department of Labor can, of course, supervise and assist in co-ordinating this with the State Labor Departments which are willing to co-operate, but has no power of compulsion.

The theory lying behind this is at variance with the theory lying behind the minimum wage. If a minimum wage is based upon the minimum cost of subsistence, then the permitting of workers to operate in industry who do not get this minimum wage suggests that their level of living must be below that of subsistence. So far no suggestion has been made as to the supplementing of the sub-level wages through some means of relief to bring them up to the level of a minimum wage. It seems to be the theory that sub-level workers will be partly maintained by other workers, but these other workers are only guaranteed a minimum sufficient for themselves. This synthesized with local relief, strengthened by state and federal support, must be worked out if we are to make good the promise of public guarantee of subsistence.

The proposals brought to the NRA so far and adjusted by administrative action are, for a large part, not from the individual workers whose needs we have discussed, but from organized groups supported by private charity or public funds who guarantee subsistence to a subnormal group, while the members of the subnormal group do what they can to operate in an industry specially selected for them, the returns from which go toward their subsistence. Such groups include the correctional institutions, the institutions for the feeble-minded, hospitals for the tubercular, institutions for the blind (both residential and workshop), welfare lodges, and agencies for the distribution of goods manufactured by shut-ins in their homes (such as the Women's Exchange). Beyond this field lies the work done under religious orders by Houses of the Good Shepherd, orphanages, etc. Still beyond are the colonies of people like the Indian reservations, the Island of Porto Rico and probably certain parts of the Philippines, and the organized work which is done by the submerged group in the mountain fastnesses of the Appalachian system. The solution of the problems of these groups fall into two distinct categories. The first might be called institutional industries; the second, subsistence homesteads. The solution of the first seems now to be under way.

Three distinct problems

To reiterate, we have, therefore, three distinct problems: The inclusion of the submerged group in general industry on some controlled license basis; the development of institutional industries on a self-contained and self-regulated basis, free from general market competition (which is only partially solved); and the development of colonies known generally as "subsistence homesteads" where, under government management, a self-governing group

may be established, aided by public funds to assure an adequate subsistence to the people in these communities by a planned development of agriculture and industry and the adjustment of this industrial process to the general industrial process as a whole. These three variants are sufficiently dissimilar to make possible their study and operation separate from one another. The following chapters will deal with these three headings, but, before we proceed, it must be realized that no formulas nor classification will meet 100 per cent of the problem involved. That is, it could be reasonably pointed out that there would be persons not included in the subsistence homesteads or in the institutions who would not be available under the license system. It must be clear that, until industrial insurance, unemployment insurance, and old age insurance have been developed through at least one generation, public relief of an outdoor character can hardly be dispensed with, and that it is not entirely desirable to develop institutional relief beyond a reasonable point. There are already techniques for combining institutional relief and outdoor relief, and it is conceivable that a better articulation can be had between these two, and that a certain clearance can be secured by a larger use of the institutions as a medium of assistance and work co-operation with those on outdoor relief. We must, therefore, consider that a fourth category will be a continuance of outdoor relief in which there will be an endeavor to bring the participants of it more and more to a normal level or gradually to include them in the three categories above outlined.

THE INDIVIDUAL LICENSE GROUP

The first and simplest group to handle is that composed of those who are susceptible to control on a license basis. Already

a presidential Executive Order has been issued to cover the inclusion of a certain percentage of such persons in industrial establishments. To diminish the cost of operating a special service, to avoid the politics involved in such developments, and to secure an already competent enforcing agency, the NRA, through the Federal Labor Department has attempted to place the responsibility for licensing on the State Labor Departments. Many of these departments have been licensing homework under their state laws, in many instances having the assistance of the local health authorities. The Departments of Labor in many states regulate health conditions in the homes and restrict child labor, and, in some cases, hours and night work have been included. Some of these state agencies endeavor to operate minimum wage laws, laws covering this matter differing in the several states. The Federal Department of Labor is attempting to get these laws made uniform. Comparatively few legislatures met in 1934, and these have been struggling with the drafting of adequate state legislation. A formula worked out after experimentation can be ready for the forty or more legislatures meeting in 1935.

Lack of proper definition of sub-standard workers and adequate provision for them under codes

In the meantime, many persons have contended that the sub-standard workers and homework had no place under the codes. There has been uncertainty on the part of employers and industrial establishments as to the continuation of this practice. The lack of clear definition has resulted in a great deal of unenforcement of general code provisions. There has been a confusion which has been covered by the general term "unemployed" which was not more closely defined until the question was raised,

"How can they be employed?" Will they go in under the code on the minimum wage or better, will they be classified under the license group in industry, or will they be licensed to return to homework?

In the summer of 1933, when the codes were first being adopted, this was an academic question. As the original spreading of work could only hope to take up a proportion of the unemployed, this proportion was naturally the competent workers who could secure the minimum wage. The demand in the spring of 1934 for a greater lessening of hours, while maintaining the minimum hours, brought discussion closer and more directly to the question, "Will reduction of work hours to thirty hours a week take up the margin of employable unemployed?" In most discussions all the unemployed were considered as employable until attention was called to this large group and provisions were made for considering them under the licensed category.

As a matter of fact, we have not proceeded far enough in the recovery to open up the opportunity for the re-employing of this group. They, naturally, are the last to be employed in the recovery program, as distinct from the relief program. The appeals for help for this group have been postponed by putting over the responsibility to the state legislatures—a clever gesture as the procedure is destined to develop a uniform system of state enforcement of many code regulations, and probably by the spring of 1935 the program to de-centralize the NRA by this method will be well under way. But what is the solution for the worker in this group?

The strategy above discussed does not go to this phase of the situation. There is need to apply to state legislation the basic philosophy of the NRA; that is, to spread work and to increase the buying power of the workers so as to increase the market in staple commodities.

Does the licensing system for sub-standard workers provide a living wage?

Does this licensing system accomplish this purpose? The minimum wage was set under the different codes at a level which was expected to result in a standard of living which would be minimum—that is, the lowest on which it is desirable to have anybody live. Now under the license the earning power will be less than this, for that is the meaning of the license. It means, therefore, that the standards of living of the licensed group will be below the minimum. The manufacturer paying the low wage will, under this license system, get a low return in output. This will be adjusted on the basis of the license and will not be unfair to anyone, except that the operator will not have a sufficient minimum from his labor to maintain his standard of living. The license can also adjust the homework situation and should encounter less difficulty since the contractor taking the output has not the cost of workshops and other overhead and should pay a higher rate in proportion. The situation in homework is that the workers need not all be of the same level of efficiency, as in a family group; the younger, untrained worker and the old and infirm can be included as they can be fitted in and do not have to meet the discipline and competition of the ordinary workshop.

How are the sub-standard workers to be provided a standard of living expected under the NRA?

It becomes apparent that certain of the homeworkers and all groups of licensed shopworkers will be operating under the level of the minimum wage. This raises the question, "Will they be living at a standard of living below the level required to produce the market which is an objective of the

NRA?" While the answer is presumably that they would, if their earned wage were their only means of support, this raises a still bigger question as to what their other means of support may be. The homeworker may be married and taking care of the house for her husband and family. She may be a dependent member of a family through age, infirmity, or other handicap. The worker may be under pension, getting insurance benefits, or receiving direct relief because of partial handicap.

This raises the question as to the requirements for the issuing of a license. What is to be required, beyond sanitary regulations in the home and the assurance in the workshops that the licensed worker at the decreased wage is not substituted for the general worker. Is there an advantage in requiring as a prerequisite for license, a condition that the wage must be supplemented from some source so as to maintain the standard of living for the individual? Would such a suggestion prove a hardship or a benefit to the licensed worker? It would insure to all those who secured the license a standard of living commensurate with the needs of the individual.

Would it debar many who need to secure the license? For four years a large proportion of the family groups in the United States have been maintaining, on at least a poor standard of living, their unemployed on the basis of dependents. It must be realized that four years of such draining on the resources of working-class groups has decreased their bank accounts and resources to a minimum. It seems likely, however, that, if the conditions of a license were such that the individual would get a large part of the support needed, this form of relief would be continued and the licensed worker allowed to live along with the unlicensed on the same standard of living. While it might be difficult technically to enforce the compliance with the guaran-

tees, there lies back of the proposal the whole structure of the family and the support of dependent persons which has been worked out for generations. It is clear that it would be a definite incentive and lead to an improvement of conditions on the part of the licensed worker. It would, furthermore, emphasize clearly the distinction between the worker and the dependent. A dependent would be someone who could not get work, either on the general basis or under the license, and could then assert the right to protection and maintenance, either by the family or by the government.

THE INSTITUTIONAL GROUP

A certain percentage of the submerged group is institutionalized—that is, their labor is performed in connection with some institution which supervises and protects them in their living conditions. For the most part this group lives in the institution, is fed, housed, and clothed by the institution, and works in shops which are part of the institution. For this group the institution buys the supplies needed for their maintenance and sells the goods which they produce to secure part, if not all, of the money requisite to buy these supplies and to maintain the inmates. The institutions which have the largest unit for production include correctional institutions, eleemosynary institutions for feeble-minded, blind, and handicapped, and hospitals for the insane—those under government control. Besides these there are privately maintained religious institutions for correctional groups, workshops for the blind, workshops for the handicapped. In all such institutions a third or more of the inmates are engaged in the housekeeping processes of the institution. Certain others are unemployed because of major disabilities. The remainder are employable and are employed in the workshops or farms associated with the institutions.

Problems of marketing institutional goods

The methods of marketing the goods produced in the institutions fall into three categories: (a) The sale of goods to the sympathetic consumer who desires to aid the institution; (b) the underselling of the general market through specialized distributors who exploit the situation; (c) sale to government agencies for use by them in the maintenance of institutions or departments of government. Application of the NRA codes to those institutions as a whole was impossible as no technique for the development of unionization has been worked out under the special conditions of institutions, with maybe one exception, the blind, and they have not continued the development. The codes, as adopted, face the dilemma of how either to include or exclude this group.

As far as the jurisdiction of the federal act was concerned, it could not control the operation of state institutions in their sale between themselves or their sale to the first purchaser unless the goods entered into interstate commerce. In case of violation, the control and discipline of such production units was well nigh impossible. In the matter of religious institutions, while a declaration of their inclusion with other production groups under a code might have been possible without any exception, it was clear that they would not conform to arbitrary dictation nor would enforcement by penalty be justifiable or practical. Other handicapped groups came along to get special dispensation and secure permission for suspension of the codes until a committee could be established to supervise and find an adequate method of carrying out the purposes of the NRA without conforming to all its regulations. Committees have therefore been set up as authorities, but not code authorities, for prison labor and the sheltered workshop group.

The theory has been that an adjustment could be made whereby this institutional industrial group could conduct their enterprises and sell their goods on the general market by giving a guarantee that they had conformed to the codes in the matter of hours and sold the goods at the market price. The endeavor to find a method of establishing a market price has resulted in the dilemma of price-fixing. The attempt to secure a comparable basis of ascertaining costs, even in non-institutional industries, accurately and the dangers of rigid price-fixing without this have resulted in an attempt to resort to possible agreements between the institutional shop committees and the free shop code authorities as to a compromised price.

At this juncture there were introduced several disquieting elements. The code authority, in order to discipline its members, provided for code authority labels; the retail trade, desiring to aid in the enforcement, accepted the requirement of labels. The prison labor authority faces, therefore, this dilemma: Prison labor authority labels, while guaranteeing that the goods produced are according to the agreements, emphasize the fact that these goods are produced by the prison industries. The retail code authority is adverse to the acceptance of the goods so marked. The retailer's objection is a practical one. Their task is to sell the goods. A large number of the buyers of their goods, whom we call the consumers, feel that these goods should not be sold on the general market. They are adverse to purchasing these goods. The retailer is faced with a rise in prices which is hard for him to pass over to the consumer. He sees no reason why he should add the burden of prison-marked goods. He also is embarrassed by the fact that the laws of seventeen states restrict this sale (through federal and state convict-labor legislation) to the territory outside

of these states. This covers the great territory of sales to the industrial population.

The other authorities, not yet set up in as definite a form as the prison authority, have to face the establishment of their own market. They have the good fortune to have a sympathetic public as contrasted to the opposition to the prison goods. This requires an entirely different type of salesmanship. In certain cases they must resort to the "sympathy basis" and must go to the expense of an entirely different type of selling, or transfer this expense to sympathetic retailers. With the burden of carrying through code regulations on his back, this is not especially the time to ask that the retailer be a sympathetic distributor.

It is essential, therefore, that the state governments included under the prison authority and many of the states which refuse to sign the prison agreement and the varying other institutions in the groups above enumerated should use the opportunities of the market known as the "state-use" market.

The state-use market

The state-use market, which comprises in theory all the commodities purchased by government funds, including the purchases of all institutions supported wholly or in part by grants or privileges derived from government, is an extensive market. It is estimated that a billion dollars' worth of supplies is bought annually by the states and subdivisions, some half billion by the federal government, and another half billion by semi-public institutions. This does not include probably a billion more which has been appropriated by the federal government for relief but is not available for the purchase of prison goods though it is available for goods made in institutions other than prisons.

A careful study of the state-use market of New York state was made by a commis-

sion under the direction of Franklin D. Roosevelt, and showed that New York state alone buys approximately a hundred million dollars' worth of goods of which seventy million could be purchased in institutions. While similar studies should be made in other states, this study can form a basis on which can be planned the organization of the institutional industries and their allocation to respective regions for state-use consumption. The attempt to carry out such a program in connection with prisons has been hampered by the influence of prison contractors, the inadequacies of production methods, and the lack of standardization of commodities by the prison and the government purchasing groups. The fact that the prison contractors no longer make substantial profits out of prison industries eliminates that influence which has been destructive. Whether the production plants can be made efficient and can produce the commodities which the government purchasing agents require, and whether an agreement can be reached to carry out such a program, are matters for consideration. Education will be needed to secure the development of adequate standard specifications, but this is not an insurmountable difficulty. The government requirements are identical with certain lines of general commodity requirements, and already the code authorities of the NRA are realizing that their labels represent only the first step and that these labels must eventually contain a guarantee that the goods meet the requirements of accepted specifications. The fact that inferior goods are being produced and forced on the public at increased prices will force this development.

Proper standard specifications will force proper production methods. The precedent established in New York state in connection with prison industries, that commit-

tees of labor, manufacturers, and the public should work in conjunction with the prison industries to improve their efficiency, has already been carried over to the smallest state in the union and the most difficult, the State of Rhode Island. This movement will probably spread to the other states. The other groups of institutional industries will probably adopt some form of technical supervision which will co-ordinate them with the other production markets, thus putting them on a practical basis where some guarantee can be given that the goods are produced under proper conditions and that the deliveries will be up to standard. The picture as here presented suggests that the production field will comprise some forty-eight state prison groupings, probably a dozen city and county units, a unit of the Catholic institutions, a unit of the sheltered workshops, etc. The market will be found in the supply requirements of the forty-eight states and their organized counties, one hundred cities, and several thousand semi-governmental institutions scattered throughout the country. While the different production groups will presumably have a preferential market of their own, either a market in which they can exert special sympathy or one established by law, there will needs be a complete rational planning so as to avoid conflict and over-production.

Need for a co-ordinating agency; the Associates for Government Service, Inc.

For ten years there has existed an organization of non-profit-making character which has experimented in this field, namely, the Associates for Government Service, Inc. Its cost has been defrayed by contributions from foundations and private individuals. Its experience is available if it is needed as a medium for the exchange of information. Co-ordination

through one central organization is necessary. If the Associates is not to be used, some central authority connected with the recovery might be established, but there is definite fear of federal control on the part of local units. The Associates has consistently brought the result of its efforts before the conferences of governors on the theory that any clearance bureau or body should report to the House of Governors. Permissive legislation allowing agreements between states on many subjects is likely to be passed by the present Congress and would suggest that supervision of such agreements by a better organization than the House of Governors is desirable. So far the agreements made between the states on prison labor have had no sanction from Congress and do not apply to the state-use field. It may be that agreements can be worked out between the states, providing for the development of the state-use market for all governmentally produced goods. In such a case the semi-public and privately maintained production group would be excluded from the compacts and would have to seek the sale of their products in the partially supported institutional group. As a matter of practical experience from ten years of sales of this type of commodity to government purchasing agents, the Associates has found that the purchasing units are not the final authority in the matter of the goods which they buy. The ultimate consumer is the institution, and any plan for sale which will work smoothly must satisfy this ultimate consumer. It is found also that the ultimate consumers wish the service whereby their needs and the possible improvement in their requirements will be worked out with the producing group. When buying from the general market they have the opportunity of contacting the salesman from varying concerns who do this educational work which is later reflected in the request from the institution

to the purchasing department for modification of standards. Any such program will fail utterly if an attempt at dictatorship should appear. It must be stimulated by every indirect method which can bring about a general spirit of co-operation in the whole group involved. It must be a missionary movement but must not lack horse-sense and business efficiency.

The state-use development does not need to exclude the marketing of non-prison goods manufactured in institutions from any other available channel, especially those that are opened up on the basis of sympathy. The extent to which sale to the state-use market is practical is a matter of balancing production with consumption in specific lines of commodities. It should be pointed out that such a plan must be conformed to by the production groups. It should also be borne in mind that a committee of representatives picked from the heads of the production groups can never adequately discipline or control the production unless there is associated with such a group a marketing set-up to which the production group must look for the sale of their goods. In such a case the production groups will be anxious to be controlled by market requirements as it will be evident that only under these conditions will it be profitable industrially.

SUBSISTENCE HOMESTEADS

Subsistence Homesteads in experimental stage with no standardized form

Subsistence homesteads have been tried in Germany and elsewhere with varying success. Their application in this country is still on an experimental basis. President Roosevelt has asked for recommendations and, through the expenditure of twenty-five million dollars, has authorized the development of some two dozen experiments. Each group having a project which appears practical has been authorized to go ahead

and attempt to work out the experiment. The result is that there is no standardized form for what is known as a subsistence homestead. It is the theory that trial and error will demonstrate the success or failure of any given plan and that successful plans can be made permanent and duplicated as far as they are applicable for as many people in as many different communities as there is need. The underlying basis for all these experiments is that homes are to be built on unoccupied land, sufficiently fertile to make possible a small farm and kitchen garden, and sufficiently cheap to keep down the cost. It is expected that the farm and kitchen garden and the livestock will produce what is necessary for the subsistence of the family, at least on a minimum practical standard of living.

General plan no novelty in United States

There is no novelty in this plan, but simply a return to the conditions of Colonial America, and, where a Common is provided, we have the familiar picture of a New England town. The clergyman's lot, which he held through his pastorate and cultivated for the sustaining of his family, finds also a reflection in the subsistence homestead idea. But Colonial America with its home spinning and weaving, its grease candle dips, was in marked contrast to the present power age with electrical contrivances. A self-contained unit of a family on a farm is no longer tenable. The industrial revolution developed the system whereby part of the labor of the family is employed in the home and on the farm and part in the factory. With the moneys earned in the factory the supplies which could not be produced on the farm and in the home were purchased. This interrelationship of the farm, the home, and the industry, still persists outside the urban centers, and it is the extension of this plan

so as to redistribute the surplus earning population that makes the basis for the subsistence homesteads. Another variant from the transfer of persons from the urban communities to the subsistence homesteads is the transfer of persons from low-production or used-up farm areas to productive farm areas, and from industrial villages where the industry has moved out to areas where industries exist within a reasonable traveling distance or to which industry can be induced to move. The two primary requirements for the building of a new town are productive land and adequate, steady employment in a needed industry.

The assimilation of groups into subsistence homesteads a matter of careful selection

The subsistence homestead, having these two elements and family groups, makes possible not only the adoption of the shorter-hours week but the assignment of handicapped members to partial or supplemental activities not as easily secured in the urban communities. The assimilation of the handicapped group in the family unit or a living unit in which people live and work together is a matter of careful selection of the various persons making up the group.

New England, a hundred years ago, supplemented the family system by an apprenticeship system, thus shifting members of one family into another family group. While this was confined to the juvenile members, the institution of "help," in which there was no social distinction or servant classification, accomplished the same end for the adult who needed to be shifted from one unit to another. By this method large numbers of the handicapped can be utilized and their labor made worthy of the hire, hire in most cases being on the subsistence plan.

One difficult problem in any subsistence homestead plan is provision for or adequacy of industrial opportunities

The provision of industrial opportunities for the residents of subsistence homesteads or at least for such a number of them as would be necessary to bring to the family the money to buy the goods and supplies that cannot be produced within the subsistence home, is the more difficult phase of the development. For the state foresters in Connecticut, a subsistence homestead planned there finds them already employed. For the subsistence homesteads around Dayton, where the workers enter into the factory system of Dayton, there is little or no difficulty as long as the factories in Dayton are able to employ them. The real problem begins where the land selected for the subsistence homestead is remote from an industrial center where employment cannot be secured and there is need of bringing in a new industry. The problems involved are whether the government shall finance and operate the new plant, or whether the government shall finance leaving the new plant in the hands of a locally selected group, incorporated for the purpose, or whether an agreement shall be made with some private industry. In any such case, it is obvious that the subsistence homestead will have to be developed to tremendous proportions before any interchange of the products of these industries to supply the needs of the homesteads will be practicable. In other words, unless the second stage in this experiment contemplates an extension of the subsistence homesteads to such an extent that the isolated factories developed in connection with the homesteads can be so broadly diversified as to meet most of the requirements for supplies by the subsistence homesteads, and the homesteads be so developed that they will supply sufficient market for

the homestead industries, we shall have to consider the subsistence homestead industries as part of the general industrial system and absorb their products in the general distribution system.

State-use market affords balancing supplement for distribution of products of subsistence homesteads

To those who have a complete picture of a state-use market where institutions of a state produce for the market in the other institutions of the state, this development is not impossible and in theory might prove extremely desirable. The two items which it is probable could not be produced in this self-maintained, super-subsistence homestead plan are electrical power and electrical appliances. The Tennessee Valley experiment is already handling the distribution of these and could be interlocked in the system. Such a program would be impossible without a complete industrial plan, but the groundwork for such a plan is already approximated in the study of the state-use market made by an Advisory Committee under Franklin D. Roosevelt, while he was Governor of New York. The difficulty is that it is never possible to wave a magic wand and create overnight an entirely new industrial system. Russia has had its Five-Year Plans, and they have wobbled considerably. There must be an outlet for industrial surpluses, at least until the plan is fully developed. For instance, the industrial plants will have to be developed to a size which will meet the needs of the full plan. Some of these plants will be developed ahead of other plants, and the market will not be created in its entirety until all the subsistence homesteads which are conceived in the plan are in operation. Furthermore, as the attempt is made to diversify the industries so as to develop a greater and greater number of commodities for the homesteaders, the type

of commodity demanded will change—adequate adjustment is inconceivable during the period of growth. During this period, supplies will have to be obtained from outside the system and manufactured goods produced in the system will have to be distributed to the general community.

Chain-store exchange of products with subsistence homesteads affords at least temporary aid to problem

If the subsistence homestead program is tied to one or more sources of broad distribution by associating them with the personnel of the chain-store organizations, the chain store with its facilities, both for selling goods to the subsistence homesteads and for buying goods from the subsistence homestead industries, is a logical solution. So far no adequate picture has been drawn in the public press or any printed report of the full development of this homestead idea. Congress has objected to the industrial shop in the homestead community manufacturing government supplies and would no doubt be much more adverse to the manufacture of goods for general consumption by industries which are so financed by government funds. Should the picture of the interlocking of these homestead industries with the chain-store market be made clear to the general producer in the country, the development of strong opposition is inevitable. The logic of the situation would be that the program of the total development of a great co-operative experiment, or, let us call it, plan, should be presented to the American people and it be understood that the connection with the chain stores is simply a temporary expedient.

Would there be opposition to development of "outside" marketing plan?

Would there be opposition to this development of a partial industrial plan?

No doubt there would be. Is the opposition justified? The answer is, "Only in proportion as the plan deprives American industry, as now constituted, of a market for the sale of its supplies, and only in proportion as it is an actual market." The plan contemplates taking a certain number of persons, a large number of whom are now being maintained in one way or another by tax moneys, and raising their level of production and their standard of living so that their productivity equals their rise in standards of living—that is, consumption does not add or detract from the general market except that it deprives the general producer of an opportunity to make the supplies which are now being bought with tax moneys and distributed. This market, while desirable, we must agree, cannot continue on the present basis without causing the producers to lose their capital and profits in taxes. With reduction of taxes, the producer will have to be satisfied with the reduction of this special market.

The handicapped and under-privileged must be considered in any subsistence homestead plan

A technique of fitting the handicapped into the subsistence homestead program, whether it be associated with general industry or developed with its own industries, is at present being considered by the subsistence homestead group. Dr. Jacob L. Moreno, the consulting psychiatrist of the National Committee on Prisons and Prison Labor is advising the homestead group in regard to the whole problem of the technique of selection of persons for the colonies. A comprehensive study and analysis of this is about to appear in a technical work published by Dr. Moreno in the series of monographs issued by Dr. White of St. Elizabeth's Hospital, Washington, D. C. The technique worked out in this proposal

will find no difficulty in incorporating the handicapped persons, and it is likely that the numbers which would need to be incorporated would not exceed the opportunities which the plan would open up. It would necessitate the transference of handicapped persons from their present abodes, and their incorporation in a social unit of which they probably are not

at the moment a part, but this is the fundamental thesis of the subsistence homestead program. Again, probably no clear line of demarcation can be made between the handicapped group as we have defined it, and the large number of those who will go into the homestead proposal. This whole thesis is the expression of the same idea and can be considered as a unit.

SHELTERED WORKSHOPS UNDER THE NRA

By PETER J. SALMON

AT THE 1933 Convention of the American Association of Workers for the Blind, the following resolution was adopted:

Resolved, That the President appoint a Committee of seven, who shall be representative of workshops for the blind and who shall work in co-operation with the American Foundation for the Blind for the purpose of establishing a code of fair practice of the various phases of work among workshops for the blind and for the further purpose of considering the advisability of taking steps to secure a portion of the broom business of the Federal and State Governments; and,

That action by this Committee may be approved by the Executive Committee of the American Association of Workers for the Blind in order to effect this end without delay.

Pursuant to this resolution, President Meyer in August appointed Peter J. Salmon, Secretary and Assistant Director of the Industrial Home for the Blind in Brooklyn, Chairman of a Code Committee and authorized him to name the other members of the Committee. Instead of limiting the Committee to seven, fifteen members were appointed representing various industries engaged in by workshops for the blind as well as the different sections of the country.

The Committee started out with the idea that it might be possible to have a separate code, and in fact a code of general principles was drawn up and submitted to the Administration. It was at first looked on favorably by the powers at Washington, but later rejected as being difficult from an administrative standpoint. After numerous conferences at Washington, it was thought that it would be best to have placed in each code of an industry in which the blind were a competing factor, certain paragraphs. These paragraphs exempted the shops for the blind from the provisions relative to maximum hours and minimum wages, but required their adherence to the other provisions of the codes. This plan necessitated contacting several individual industries, the largest of these, from the standpoint of the blind, being the broom industry. Considerable opposition was found at the outset with some of these groups who claimed to have had unfavorable experience with organizations for the blind in the matter of price-cutting. After the matter had been frankly discussed with these groups, however, it was found possible to get a good working basis with them, and a great deal of the difficulty was discovered to be due to

misunderstanding and misinformation. The Committee was hampered somewhat in not having had a complete return to a questionnaire sent to the various organizations so that it could give a correct answer to fair questions asked of it. The Committee had had, however, several replies to the questionnaire so that it was possible to make a summary, and this information was invaluable in the discussion.

Several of the industries adopted the paragraphs referred to above, but notwithstanding this fact, the Administration, partly because of the work the Committee had been doing and also because of the appearance of other groups representing different phases of work for the handicapped, appointed a commission to study the relation of sheltered shops employing the handicapped to the NRA. A meeting of agencies dealing with the handicapped was called in New York, as a result of which the Chairman of the Code Committee of the American Association of Workers for the Blind was asked to act as Chairman of a subcommittee to draft a suitable plan embracing all the handicapped. This plan was later adopted practically as submitted and is embodied in Administrative Order X-9, which is reprinted below. The Order itself is self-explanatory, and as will be seen, gives conditional exemption from the operation of codes to sheltered workshops dealing with the handicapped. The Order is to be administered through a national committee of six which will soon be appointed. The Chairman of the Code Committee of the American Association of Workers for the Blind has been asked to serve as a member of this national group. Regional committees will be set up in the various localities. The main point, of course, on which the exemption hinges is that the products of sheltered workshops for the handicapped shall be sold at fair market prices. There is nothing in the

Order which prevents co-operation of the sheltered workshops with the various trade associations in so far as they are able to do so, but this co-operation is a voluntary matter and should be so stated by those who elect to join the associations.

By the time this article goes to print, the National Committee should have been appointed, and it will be their job to put Administrative Order X-9 into effect. In the meantime, we are asked to stand by a while longer and do the best we can, pending definite information from the National Committee.

Administrative Order X-9, we believe, is probably the best solution of a difficult problem. Our thought in the beginning was that it would be better to confine our efforts to our own particular group, the blind. We found, however, in the practical working out of the problem that it seemed best to give co-operation to the Administration and to work along with the other groups of the handicapped. Among other things in connection with the work of this Committee, we learned the following which we pass on to *Outlook* readers for consideration:

- No. 1. There were many misunderstandings relative to work for the blind which we were able to clear up for both the industries for the sighted and the National Recovery Administration.
- No. 2. Some fine contacts were made with outstanding persons in various lines of work and their interest aroused in work for the blind.
- No. 3. Although there was a lack of definite information as to the extent of our group and the amount of business done, etc., we were, nevertheless, the best organized of any of the groups who will participate under Order X-9.
- No. 4. The problems involved in work for the blind, especially those in the manufacturing and marketing of products

made by the blind have been thoroughly discussed and sympathetically received in the various departments of the National Recovery Administration. No. 5. The Committee learned that there is a definite need for closer co-operation of organizations for the blind conducting workshops as well as a necessity for closer relationship between organizations for the blind and their competitors with sight.

The Committee is greatly indebted to the American Foundation for the Blind for the splendid co-operation of Mr. Charles B. Hayes, as well as for the clerical assistance given by the Foundation. The Committee is also grateful to all of those who in any way contributed to the success of its work, and especially to Mr. Herman Immeln, newly elected President of the American Association of Workers for the Blind, for his confidence and co-operation.

ORDER GRANTING SHELTERED WORKSHOPS CONDITIONAL EXEMPTION FROM CODES OF FAIR COMPETITION ADMINISTRATOR'S ORDER No. X-9

It appearing to me that charitable institutions or activities thereof conducted not for profit, but for the purpose of providing remunerative employment for physically, mentally or socially handicapped workers, which institutions and activities are herein referred to as "sheltered workshops," are entitled to a conditional exemption from codes of fair competition approved under Title I of the National Industrial Recovery Act covering activities in which they are engaged, and that such an exemption as herein granted is in furtherance of the public interest and will tend to affectuate the policies of said Title of said Act:

Pursuant to authority vested in me under said Title of said Act by Executive Orders of the President of the United States, including Executive Order No. 6543-A, dated December 30, 1933, it is hereby ordered that sheltered workshops subject to such codes be and they are hereby exempted therefrom; on the condition, however, that any sheltered workshop in order to become entitled to such exemption shall sign a pledge that it will not: (1) employ minors under sixteen (16) years of age, except such as are there for instructional purposes as approved by a Regional Committee (hereinafter provided for), (2) engage in destructive price cutting or any other unfair method of competition, (3) wilfully hamper or retard the purposes of said Title of said Act; and that so far as possible it will co-operate with the National Recovery Administration and will carry out the intent and spirit of said Title of said Act.

Any sheltered workshop who signs and complies with such a pledge shall, while so complying be entitled to use any appropriate insignia of the National Recovery Administration. For the purpose of effecting compliance with such pledges the National Recovery Administration will appoint a National Sheltered Workshop Committee of six (6) members, to be selected from the boards or administrative staffs of sheltered workshops and such other sources as may be deemed advisable. Except at the time of appointment of the initial committee when three members will be appointed for a term of three months and three members for a term of six months. Said National Committee shall supervise the establishment of Regional Sheltered Workshop Committees, the members of which shall be selected by the sheltered workshops in the region and approved by said National Committee. Each such Regional Committee shall hear all complaints of alleged non-compliance and shall endeavor to make satisfactory adjustments. Cases in which the Regional is not able to make satisfactory adjustments shall be referred for appropriate action to said National Committee. Said National Committee shall report to the Administrator for Industrial Recovery the disposition of all cases and, if satisfied that any sheltered workshop has violated its pledge and if unable to obtain satisfactory adjustment, shall certify the full record in such case to the National Recovery Administration for revocation of the right to use the National

(Continued on page 146)

CO-OPERATION OF A SCHOOL FOR THE BLIND WITH PROFESSIONAL SCHOOLS

A SYMPOSIUM

AS THE SCHOOL FOR THE BLIND SEES IT

During the past twelve years Overbrook has been developing a program of co-operation with several local professional schools. Our first contact of this kind was made in 1922 with the Pennsylvania School of Social Work. This co-operation grew out of our desire that the young women who were trained at Overbrook as home teachers of the blind should have opportunities for professional training in the field of social work.

This two-year course in the training of home teachers is offered in alternate years. During these twelve years, nineteen blind students have used to good advantage the facilities of this excellent training-school for social workers. The experience with each class is capitalized to the advantage of the succeeding classes, with the result that graduates of this course are leaving school with a very good groundwork for social work among blind people, based upon the best present-day practice in the field of social work.

A graduate from this course has summarized the benefits of this contact well in the following language:

From the entire course we gathered two outstanding facts: first, the benefit derived from first-hand information and personal contact with men and women of large vision and broad experience in social work; second, while we entered the course with a vague impression of the meaning of social case work, we completed it with a comprehensive knowledge of its significance.

Family case work prepared us in five ways for home teaching:

1. It taught us to know and understand ourselves. This was important, for it enables us to interpret another's experience in the light of our own.
2. It gave us a deeper insight into human nature through searching for hidden causes underlying anti-social behavior.
3. It fitted us to interpret one member of the family to the others with the object of bringing about a better social adjustment.
4. It increased our capacity for service by developing native ability, initiative, and resourcefulness.
5. It gave us an appreciation of the various races, their native backgrounds, and their contributions to society.

A year spent in social work prepares the blind trainee to meet problems of a nature similar to those arising in home teaching.

In the fall of 1924, in an informal talk about the work of the school to a class of students from the Philadelphia School of Occupational Therapy, a chance announcement was made that any student seeking an opportunity for self-help might find it in the rôle of reader for some of our graduates who were continuing their education among seeing students while living at the school.

A member of that class—a trained and experienced teacher of physical education—upon the completion of her course at the School of Occupational Therapy became principal teacher of our girls' manual arts work, a position she filled to our entire satisfaction until her death. A mem-

ber of a succeeding class, who had thoroughly mastered our manual arts subjects, became the teacher of manual arts in a school for the blind in a nearby southern state. This arrangement has afforded these young women an excellent opportunity to understand the blind and their methods of work.

From that day to this, each class during its senior year spends a half day visiting the school. During the past two years, the senior students of that school who have expressed a desire to secure practice teaching opportunity among blind people, have been assigned for periods of six weeks.

From this co-operative plan a selected group of occupational therapy students are finding opportunities for practice teaching among blind people; the school has received a substantial amount of teaching assistance that lightened the burdens of our teachers of manual arts and has inured to the advantage of our pupils and teachers through direct contacts with seeing pupils.

Miss Elizabeth Roberts, of our manual arts department, who has been responsible for the assignment of these students, says:

Since our staff is so largely composed of blind teachers, the presence of a seeing person in the classes has been most helpful. I feel that the occupational therapy students have likewise gained a great deal from their work with the blind teachers in studying their method of presenting the subject matter. The interest and enthusiasm of the occupational therapy students have been most stimulating, and I feel that the staff and the student body have gained a great deal from our contacts with the group of young women who have come to us each year from the School of Occupational Therapy.

Our girls' principal teacher, Miss Josephine L. Chrysler, thus summarizes the benefits of our relations with the School of Occupational Therapy:

1. It has opened a new field to the occupational therapist.
2. It has given at least four good workers to the blind.
3. The occupational therapists have given us the opportunity to do more individual work with our pupils.
4. They have been a help to our teachers.
5. They have filled in when a temporary vacancy has occurred.
6. They have brought us new ideas.

While making plans for one of our girl graduates to secure training at Temple University for kindergarten and primary work, our teacher responsible for these classes was asked whether Temple University had ever requested opportunities for practice teaching at Overbrook. Learning that such request had not been made, arrangements were completed in the spring of 1931 for several members of the graduating class to secure opportunities for practice teaching in our kindergarten and primary classes.

This brought our teacher in charge of these elementary classes into immediate contact with the group of critic teachers responsible for the practice teaching. The procedure at the University included bi-weekly conferences between the critic teacher and those teachers under whose direction practice teaching was being done. Our staff was thus provided with opportunities for first-hand information as to present-day procedure in teaching children of kindergarten and primary grades. The resulting advantages of such an arrangement are obvious.

So valuable have been these co-operative arrangements with these three local professional training-schools that we are constantly on the *qui vive* to find other training-schools which will welcome an opportunity for an arrangement, so advantageous to both schools.

OLIN H. BURRITT.

AS THE SCHOOL OF SOCIAL WORK SEES IT

For five or six years it has been the pleasure of the Pennsylvania School of Social Work to co-operate with the Pennsylvania Institution for the Instruction of the Blind in a very interesting project, looking to the preparation of home teachers for the blind. It seemed to us at the beginning that the promoters of this project had caught a most significant vision of its possibilities when they sought to gain for their students-in-training the opportunity to become more clearly aware of the social problems of those whom they were preparing to serve, as well as the educational and physical problems which often accompany the loss of sight. We were happy, therefore, to experiment and co-operate actively to the end of making such an opportunity as valuable and meaningful as possible to the blind student. We recognized in this co-operative enterprise, also, a challenge to our own thinking and practice which could lead to valuable results in our own program.

Both of these ends, I think, have been gained in at least considerable measure in the intervening years, during which several groups of three to four students each from the Overbrook school for the blind have participated in our program. A program, such as ours, in which responsible field experience under specially trained supervisors is perhaps the most significant element, is not adapted with ease to the needs of students who are handicapped by a different and sometimes inadequate general educational background, and by some special difficulty in undertaking independent activity.

Through the very earnest and generous co-operation of the Overbrook school, and of other specially interested individuals and social agencies in Philadelphia, and especially through the admirable earnest-

ness and determination of the blind students themselves, we have succeeded in overcoming many of these obstacles, at least in individual instances. The experience has been highly interesting and valuable from our own point of view, not only in broadening our own concept of what is possible in professional training and activity for persons suffering serious handicaps, but also for the light it has thrown upon the essential elements of our regular training program.

The rising standards of qualifications for admission to training in social work have constituted an increasing problem. Most of the schools of social work, including our own, are now on a college-graduate level. Even among these graduate students, there must be careful selection of those with special personal qualifications. This constitutes a challenge to all who are interested in the development of adequate preparation and competent service in this field. None of us can want those who are living under the handicap of blindness to receive service from persons with less competence or less insight than do those who have all their faculties, nor does the worker for the blind, whether she have sight or not, want to undertake this important service without possessing the highest possible qualifications. If we can build on this basis, our own experience has been sufficient to warrant confidence that there is a field of fruitful co-operation between a professional school of social work and those who are especially interested in community service for the blind.

KENNETH L. M. PRAY.

AS THE SCHOOL OF OCCUPATIONAL THERAPY SEES IT

If education aims at "adaptation to environment" and occupational therapy aims at the restoration of capacity in order that normal living may be resumed, then the

aims of occupational therapy and education for the blind have much in common.

The approach of the occupational therapist is from the point of view of eliminating or minimizing a handicap by restoring physical function and producing a normal mental attitude, and that of the educator is from the point of view of preparing the individual for a full and useful life in spite of a handicap. In the case of blindness, when normal physical function cannot be returned, the maintenance of mental balance, poise, and health becomes the aim of occupational therapy as well as of education.

Because of this close relationship between the two fields, it is, therefore, entirely fitting that an occupational therapist should have experience in a school where she may learn something of the philosophy, the aims, and the methods of educating the handicapped—of preparing them for satisfactory, happy, and independent lives. Therefore, both the Philadelphia School of Occupational Therapy and those students who are fortunate enough to receive training at the Overbrook School are grateful for the privilege.

I believe there are many specific ways in which this school training can benefit an occupational therapist. Primarily, of course, she must learn how to teach—how to explain clearly, simply, and accurately; how to choose materials and prepare projects. She must know to what extent it is possible and to what extent it is harmful for a child to use what little may remain of his vision. She must have some conception of how blind children visualize their work and of how to enable them to get the satisfaction they should have in work well done.

Next, she must learn how to approach her handicapped friends; learn that an attitude of over-sympathy, over-cheerfulness, and over-helpfulness is as bad as

one of drabness, depression, and disinterestedness. She must learn to encourage self-reliance, initiative, and independence and yet to be tactfully ready to help and quick to understand the nervous tension that characterizes the learning habits of those who must depend on two senses instead of three. She must learn to understand, as clearly as one can who is not blind, what the psychological reaction to such a handicap might be, and thus, learning his reaction to his limitation, help the child in his effort to adjust—help him to master his handicap, instead of allowing the handicap to dominate him.

Following closely on this point must come the essential and all-important realization that one cannot generalize about the psychology, the interests, the abilities of blinded persons, any more than about any other group of people who have just one thing in common. Blind boys and girls are not all mentally retarded; they are not all musical; they do not all naturally possess manual skill. They are individuals, and there can be no group solutions to their problems.

Next, keeping in mind that real preparation for life involves knowing how to play as well as how to work, an occupational therapist should learn to develop avocations which are just as important to the mental health of the blind boy or girl as to that of anyone else who may suffer from too much leisure time.

As avocations are of great value in vocational guidance, in determining aptitudes and developing skills, the occupational therapist should next turn her attention toward learning how the educator, taking into account mental and manual ability, social status, and economic need, estimates the vocational needs of the child. Thus, the vocational goal having been determined, occupational work should be directed toward that end.

And, finally—to the worker herself, the experience gives confidence and courage; it broadens her vision, stimulates her feeling of responsibility in the use of her own unhandicapped powers, and, as the students who have had this experience unanimously state, it gives a new attitude toward life. For this contribution alone, the experience justifies itself, for of what lasting value and significance can be the influence of an occupational therapist who has not, herself, a sound, optimistic, practical, and courageous philosophy of life?

MARGARET TYLER PAUL.

AS THE KINDERGARTEN TRAINING-SCHOOL SEES IT

It has been my pleasure to supervise practice teaching in the primary grades of the Institution for the Instruction of the Blind at Overbrook. The privilege granted, giving the girls experience in this school situation, is considered by both supervisor and students a rare opportunity.

In working with the sightless child, the student learns much that will help in establishing a good technique and a correct attitude in dealing with handicapped children.

Perhaps the first reaction of the student is that of surprise that happiness should be in evidence everywhere—administrators, teachers, children, nurses, caretakers—even the buildings and lawns radiate happiness. Singing, music, sweet-smelling flowers—even the canaries—join the atmosphere of joy and contentment. A student's previous experience with the blind may have been a heartrending one, in which pity and sorrow had left a depressed feeling on the young girl, and she is startled to find that these handicapped children can be and are happy. Then she readjusts her thinking and falls in line and begins to plan for the happiness of the children.

Then, too, the student learns that these

children need guidance in forming their social group, just as do the sighted children. There are present the same problems in so-called discipline. The children here must be taught self-control, and it is essential that emotion be trained. The blind child needs patience, perseverance, cheerfulness, and concentration. These are needs common to all children.

In the schoolroom procedure the student learns to be accurate and to pay more attention to details. Tables, chairs, books, and even pencils must be in place if the children are to form habits of self-help and independence. Here she learns patience because all results are necessarily slower, regardless of the method used. She realizes, perhaps for the first time, the value of first-hand experience to the child and that she must use her initiative in devising ways to give the child concepts—other than those formed through sight. She learns to use the word "see" when she means "feel." "How high is the piano?" The child indicates that he is not quite sure. Then follows, "Perhaps you need to look at it again, you did not see it all." She finds this gaining of concepts difficult at times. One little girl was seen looking over (feeling) each person on the playground and asking, "Are *you* an Italian?"

The work with the individual child, the placing of the child's hands in the correct position, the gentle touch to guide him about the room during his first days in school, all bring about a closeness in spirit between the young teacher and the child. But most of all this dependence of the sightless child upon the student seems to give her a vision of the far-reaching power of the real teacher. Often it opens up the whole field of the teaching profession, and she views it as work full of opportunity to render service to others. Improvement of teaching results with this viewpoint.

LENA BIXLER

LIBRARIES FOR
CIRCULATION, BOOKS IN STOCK, AND TERRITORY
AS REPORTED BY THE AMERICAN LIBRARY

NAME OF LIBRARY	TERRITORY SERVED
California State Library (Sacramento)	Calif., Ore., Nev., Idaho, Mont.
Chicago Public Library	Ill., Ind., Iowa, Minn., N. D., S. D., Wis., (Middle and Southern states—Moon type) ^{2,6}
Cincinnati Library Society for the Blind	Ohio and Southern states chiefly ²
Cleveland Public Library	Ohio ²
Denver Public Library	Colo., Wyo., N. M.
Detroit and Wayne Co. Library for the Blind	Michigan ²
Georgia Library Commission (Atlanta)	Georgia and adjacent states
Indiana State Library (Indianapolis)	Indiana
Library of Congress (Washington, D. C.)	Nation-wide
Michigan State Library for the Blind	Michigan
Minnesota School for the Blind ⁴ (Faribault)	Minn., N. D., S. D., and Eastern Mont.
National Library for the Blind ⁵ (Washington, D. C.)	U. S., Canada, Mexico, B. W. I., Brazil, Philippines, Hawaii, China
New Orleans Public Library	Louisiana, Miss., Ala., Ark.
New York Public Library (New York City)	N. Y., N. J., Conn. ^{2,6}
New York State Library (Albany)	New York State ²
Omaha Public Library	Neb., Iowa, S. D., Minn.
Perkins Institution (Watertown, Mass.)	New England
Free Library of Philadelphia	Central and eastern Pa., N. J. ²
Carnegie Library of Pittsburgh	Western Pa.
St. Louis Public Library	Rocky Mountains to Mississippi Valley
Salt Lake City Public Library	Western states
Seattle Public Library	Wash., Ore., Mont., Idaho
Canadian National Institute for the Blind	Canada, Newfoundland, British West Indies

NR indicates that information was not reported.
¹ This information has been included because some libraries have not yet discarded the little-used New York Point and American Braille type books.
² Will send books to borrowers in all other states where needed.
³ Re-registration period every three years.
⁴ The Library of the Minnesota School for the Blind is included in this report because it gives state-wide service.

THE BLIND IN 1933

SERVED BY TWENTY-THREE LIBRARIES FOR THE BLIND
ASSOCIATION COMMITTEE ON WORK WITH THE BLIND

CIRCULATION		BOOKS IN STOCK											
No. OF VOLUMES	No. OF READERS	NUMBER OF TITLES						NUMBER OF VOLUMES					
		Braille Grade 1½	Braille Grade 2	Moon Type	Foreign Languages	Music	Maga- zines	Braille Grade 1½	Braille Grade 2	Moon Type	Foreign Languages	Music	All Others ¹
37,399	1,244	2,768	844	870	166	N R	60	10,762	5,359	8,170	353	1,755 ¹⁰	N R
35,970	960 ^{3,9}	3,333	486	753	110	783	35	9,091	2,910	3,123	396	1,196	21
34,932	1,100 ³	2,500	1,100	796	N R	753	43	7,414	3,990	1,984	N R	1,246	N R
19,360	609	1,743	809	532	3	15	33	7,494	2,961	2,291	19	19	N R
3,715	112	576 ⁸	N R ⁸	105	N R	3	7	1,807 ⁸	N R ⁸	361	N R	3	1
13,082	372	1,514 ⁸	N R ⁸	75	N R	N R	11	4,763 ⁸	N R ⁸	319	N R	N R	N R
3,197	897	324	128	N R	N R	N R	4	1,170	419	N R	N R	N R	144
1,588	525	491	72	10	N R	10	9	1,456	189	37	N R	10	104
51,093	3,674	3,321	1,475	600	150	520	61	16,618	4,708	2,432	600	840	N R
14,971	234	1,436	368	323	121	97	17	4,047	1,012	969	227	303	N R
7,304	322	1,074	95	15	5	1,425	27	5,060	285	40	23	1,425	6,000
10,875	1,500	N R	N R	N R	N R	N R	N R	N R	N R	N R	N R	N R	N R
587	33	141	173	36	N R	N R	21	1,093	897	304	N R	N R	N R
42,264	1,498 ⁹	2,210	2,043	781	76	N R	27	10,758	7,452	4,241	253	8,637 ¹⁰	N R
35,932	794	N R	N R	N R	259	N R	32	13,179 ⁸	N R ⁸	3,818	763	669 ¹⁰	4,745
293	33	179	80	6	N R	N R	N R	609	451	34	N R	N R	N R
23,391 ⁷	958 ⁷	2,413 ^{7,8}	N R ⁸	728	N R	N R	N R	15,253 ⁸	N R ⁸	2,528	N R	N R	N R
33,308	748	1,133	365	680	71	N R	53	6,383	2,675	6,268	215	N R	N R
19,930	425	1,378	293	704	46	52	34	4,928	1,329	2,955	128	62	N R
50,279	1,134	1,676	425	96	N R	231	40	7,177	3,088	743	N R	231	N R
1,477	55	268	170	11	N R	N R	8	715	625	54	N R	N R	268
4,566	162 ⁹	950	241	230	51	71	29	2,666	765	966	129	71	N R
28,111	1,078	1,023	1,854	491	394	2,372	21	3,164	8,301	3,583	2,135	2,372	364

⁵ Totals of 2400 titles and 10,875 volumes reported but analysis cannot be made this year.
⁶ Music sent anywhere; also hand-copied books and others not available elsewhere.
⁷ September 1, 1932–September 1, 1933. Has separate music library.
⁸ Grade 2 titles and volumes included with grade 1½.
⁹ Borrowers using the library during the year.
¹⁰ Music titles not reported.

SENSORY COMPENSATION, OR THE VICARIATE OF THE SENSES

By SAMUEL P. HAYES, PH.D.

(Continued from the April number)

SHORTLY after the publication of Seashore's monograph in 1918, the American public was excited by reports of remarkable sensory feats by a blind-deaf girl in a western school for the blind. Crissey writes of an "amazing blind girl who hears by touch and sees by smell." A typical newspaper account (1921) follows.

9. *The vibratory sense, especially in the deaf-blind*

Fingers that hear and sense of smell that sees are possessed by Wiletta Huggins, aged sixteen, the amazing deaf and blind girl of Janesville, Wisconsin. She hears you through her finger-tips. Though she cannot see you or hear your voice, she divines your presence. She goes to meet a friend across the room as firmly and as surely as if she were normal. She can point out the location in the room of every person she does not know and every friend that may be hidden to decoy her. How she can do it seems as yet inexplicable. If she continues to develop as she has in the past two years, she may be able to teach the scientific world the use of a lost or unknown sense. "Maybe it is a gift of God to reward me for the loss of my sight and hearing" is the girl's only explanation. Wiletta Huggins was brought before the Wisconsin Legislature to display her strange powers a few months ago, and educators, legislators, physicians, and psychologists all tried to name the secret. All failed. She remained an enigma.

In 1922 Wiletta gave a demonstration of her powers before a large group of Chicago physicians, and the newspapers were full of glowing accounts of the accomplishments of this "Wonder Child" who

could "hear with her fingers and see with her nose" when her eyes were completely blindfolded and her ears stopped with cotton to prevent the use of any remnant of sight or hearing she might have. She could carry on a telephone conversation with her finger-tips on the receiver; she could respond to words spoken by a person ten feet away when a wooden rod placed on the speaker's head was held in her hand; she could read newspaper headlines and the denomination of bills with her fingers and even describe a photograph by touching it with the end of her nose. Her sense of smell gave similar wonderful results. She could tell the colors of various fabrics by differences in odor, recognize her friends and tell whether strangers liked her, or sort out a group of new bills and return them to the owners after smelling of their hands. Campbell and Hooper give further details.

Apparently, many physicians were inclined to credit Wiletta with the unusual powers she thought she possessed, as was also the psychologist Robert H. Gault, who reported the results of his own tests at the meetings of the American Psychological Association in 1922 and then began an extended research on the vibratory senses in which various normal subjects have been taught to recognize sounds through vibrations received by the finger-tips, with the other conditions so arranged that no stimulation of the ears is possible. But the following vehement protest was lodged by

Joseph Jastrow, Professor of Psychology in the University of Wisconsin, in the same journal in which Williams had given the opinions of physicians.

Of course, in every practical sense the girl is blind and has no central vision whatsoever; but the possibility of a slit-wise vision is, however, by no means excluded. . . . In bringing objects to her nose as if to smell them, she has them near enough to her eyes to see them through the slit of vision that she has. . . . Miss Huggins, when tested in the dark room, while an ordinary light was on, sorted colors correctly though slowly; but with the light extinguished she was unable to do anything at all. . . . The claim . . . put forward that this girl is able to . . . understand spoken language, provided there is a connection between her fingers and the head or larynx of the speaker either directly or through a wooden rod (is also beyond belief). . . . It would take far more careful experiments than have yet been made to decide whether this is a case of hysterical deception, . . . but the psychologic laboratory possesses a technic sufficient to determine the matter (whether the girl deceives herself in the belief that the vibrations conveyed through her finger-tips make her hear the sounds which really reach through auditory channels). When, unknown to the subject (Miss Huggins), the rod that is regarded as essential to carry the vibrations was actually not in contact with the speaker's head, she replied to questions quite as well as though the contact had been established. . . . The reason why Miss Huggins is accredited these unusual senses is through the conviction that her sight and hearing are useless. My own opportunity to examine Miss Huggins was limited, but was entirely sufficient to convince me that vision of colors was due to the remnant of sight which she retains.

That Jastrow was on the right track seems indicated by the fact that by 1924 the newspapers were reporting a recovery of her lost senses through "mental healing." When examined by some of the same physicians who had tested her before, her vision was pronounced 50 per cent normal, while her hearing was complete in one ear and 50 per cent normal in the other. But they also found that she still retained the su-

perior sensitivity in smell and touch which had attracted attention in her "period of psychic deafness and blindness."

Similar sensitiveness of the deaf-blind to vibrations had often been reported before. Villey, for instance, writes:

. . . The deaf-blind can get endless valuable indications from vibrations. By vibrations alone, they can perceive when a door opens or shuts, and that a drum is being beaten a few yards away from them. They are aware not only that a troop of soldiers is passing in the street, but also that a person is advancing towards them. By the special tread of a person on the floor, the more clever deaf-blind can even distinguish who the person is, if it be someone to whom they are accustomed.

M. Malossi, who has been blind and deaf from the age of six, is a mechanic at the Naples Blind Institution. It is according to the vibrations, perceived by him in a tactile way, that he works his machinery. By merely placing his hand on the back of the neck of one of his companions, he knows whether the latter is talking or whether he is silent, whether he is laughing or crying. M. Guegan is absolutely deaf, but he assures me that he is sometimes aroused from his sleep by the footstep of a visitor coming into his room. He is, nevertheless, not in touch with the floor, which is perhaps rather shaky, except by means of the legs of the bed.

By touching the exterior organs of speech of the person talking, certain of the deaf-blind manage to follow a conversation.

Helen Keller, for this purpose, places her thumb on the larynx, her forefinger on the lips and her third finger on the edge of one of the nostrils. Professor Stern, when calling on her, was perfectly well understood by her, although his beard and his imperfect pronunciation of the English language were serious obstacles. Then too, several names of persons or places were mentioned in the course of their dialogue. He was present during an easy and rapid conversation, by means of the above method, between Helen Keller and one of her friends.

She knows, and distinguishes by touch, the noise of various machines and the cries of different animals, just as we do by hearing. Still more, she can distinguish different shades in the cries of the same animal. From the mew-ing to the purring of the cat, she perceives its

different ways of expression, and her sensitive muscles do not mistake the angry bark of the dog for the glad bark of welcome.

It goes without saying that she senses musical vibrations by simply placing her hand on an instrument, a piano or a violin. This is a faculty which she shares with many others among the deaf-blind.

Direct contact with the body in vibration is not necessary. When Professor Stern called on Helen Keller, two knocks on the balustrade informed her of the presence of a visitor. During the conversation, she noticed the passing of a train which could be heard in the neighbourhood.

No experimental work upon pain sensitivity among the blind seems to have been published. Organic sensitivity and the sense of equilibrium also appear to have been neglected save for Hall's statement that Laura Bridgman, when tested on a rotating table, showed a normal sense of balance.

As the general result of his own series of experiments, Seashore concluded that there was *no significant constant tendency* in his records proving superiority either for the blind or for the seeing, and our other experimental evidence points in the same direction. "The extraordinary skill in guidance," he says, "through hearing and pressure and other senses in the blind has its basis in apperception rather than in sensation. . . . The person who reads the point print has learned to give meaning to sensory impressions which the seeing person tends to neglect although possessed of the same power as the blind for sensing differences."

Seashore's conclusion had been anticipated by various psychologists and by many scientifically inclined blind people, and when such "literature of opinion" corresponds with the "literature of fact" its quotation seems justified. William James, for instance, expressed the truth of the matter in a clear and interesting way many years ago.

That "practice makes perfect" is notorious in the field of motor accomplishments. But motor accomplishments depend in part upon sensory discrimination. Billiard playing, rifle shooting, tight-rope dancing demand the most delicate appreciation of minute disparities of sensation, as well as the power to make accurately graduated muscular response thereto. In the purely sensorial field we have the well-known virtuosity displayed by the professional buyers and testers of various kinds of goods. One man will distinguish by taste between the upper and the lower half of a bottle of old Madeira. Another will recognize, by feeling the flour in a barrel, whether the wheat was grown in Iowa or Tennessee. The blind deaf-mute, Laura Bridgman, so improved her touch as to recognize, after a year's interval, the hand of a person who had once shaken hers; her sister in misfortune, Julia Brace, is said to have been employed in the Hartford Asylum to sort the linen of its multitudinous inmates, after it came from the wash, by her wonderfully educated sense of smell.

Striking instances of the same sort for seeing people were reported still earlier by Carpenter. He says:

It is well known that an extraordinary acuteness of Touch is possessed by the weavers of the finest of those textile fabrics for which India is celebrated. . . . A like improvement is also occasionally noticed in regard to Smell, which may acquire an acuteness rivaling that of the lower animals; and this not only in the blind, but among races of Men whose existence depends upon such discriminative power. Thus we are told by Humboldt that the Peruvian Indians in the darkest night cannot merely perceive through their scent the approach of a stranger whilst yet far distant, but can say whether he is an Indian, European, or Negro. And it is said that the Arabs of the Sahara can recognize the smell of a fire thirty or forty miles distant.

These latter instances make rather a heavy tax on our credulity, and may perhaps be classed with such fantastic stories as that of a blind man who, by means of his superior sense of smell, trailed a Spanish king in the wilderness; of another blind

man who could tell anyone in what century his soul arose and what body he occupied in an earlier stage; of the blind leader of a caravan in the desert; of the blind man who steered a ship in a fog!

Thoughtful blind people have long taken the same position that Seashore espouses. Adams cites various groups of seeing persons who do quite as remarkable things as any attributed to the blind—machinists and surgeons, electrical engineers and automobile mechanics—and Swift shows us in detail just how attentive learning, based on the intelligent use of the remaining senses, may accomplish apparent wonders. Swift says:

The whole surface of the body is like a sensory retina whose countless connecting pathways are so many optic nerves transmitting images to the great center where they become parts of the conscious life of the individual. Thus, when a blind person goes out upon the street, his ears, his nose, his hand (influenced through his cane), his feet are all so many eyes informing his alert attention as to his whereabouts at any given moment. This is particularly the case when the route is familiar; when the way is new and strange, the blind pedestrian walks with much less confidence, though it must not be supposed that he is wholly at a loss at any time. I shall illustrate with a personal example the all-important part played by attention in assisting a person without sight to move freely along the streets of a city and to determine with precision his exact location in neighborhoods familiar to him from constant residence or frequent visits.

I am spending the evening with a friend who lives one block north and several blocks east of the street where my own home is located. When the time for leave-taking arrives, I bid my friend goodnight and start out on my homeward tramp. What happens? The door closes behind me and I step out upon a short cement-paved path leading to the main sidewalk. Simultaneously with the first contact of my foot with this path the point of my cane strikes the slightly elevated edge of the cement and informs me that I am on my proper side of the walk and at a convenient distance from the edge. The path has a gentle descent until it

reaches the street which, by its straight, flat surface, forms with it an exaggerated obtuse angle. The instant my foot falls upon the main sidewalk, I am aware of the fact by the impression that I have ceased to walk down a slope and am now upon the level ground. My cane also warns me that I have reached the street, by meeting the pavement in the angle formed by its intersection with the cement of the path. But during this brief interval another sense than that of touch has been actively engaged in sending messages to consciousness. My ears have been open, for I must know whether any people are moving to and fro upon the sidewalk, and if so, how far they are from me at the moment I issue from the path. This last piece of information is necessary, since it is my intention not to turn and follow the street westward on the north side (that on which my friend's house stands) but to cross to the south and there turn my face in the direction of the setting sun. If my attention tells me that the sound of footsteps, perceived by my auditive sense, indicates that an approaching pedestrian is too close to allow of my passing without a collision, I stop still and wait till the person has passed. If I judge the oncomer to be far enough away, I do not hesitate but cross the walk to the curb. Here again, cane, foot, and ear act in concert, the first two combining with a consciously evoked memory of the fact that, at that particular point, the drop to the roadway is much greater than elsewhere for a considerable distance on either side of it, the latter informing me of the presence or absence of street-cars, motors, or other vehicles. The memory of the sudden drop from curb to pavement causes me to put the point of my cane slightly in advance of my foot, so that it first slips into place over the edge and warns me to be on my guard against a fall. I am thus able to bring my foot to the edge of the curb without fear or hesitation, and, if my ear has declared the way to be clear, I step down upon the road and cross to the south side. On approaching the opposite curb, the slight descent due to the curve of the road-bed makes me aware of the distance yet to be covered, so that at the proper moment, the point of my cane is once more advanced till it meets the obstruction over which my next step carries me to the sidewalk without tripping or stumbling.

Before proceeding farther with this account, it may be well to state that my friend's house

is well removed from either corner of the block, a most favorable situation for crossing the street, where blind persons are concerned. As a rule, we prefer to cross a road in the middle of a block, since our attention is therefore not confused by the necessity of taking stock of four converging lines of sound, as would be the case were the crossing made at an intersection. The middle position not only reduces the strain by a half, but it also affords a much better opportunity for judging the relative distances of approaching or receding vehicles by eliminating the disturbing element of cross-sections of corner sounds, if I may be permitted to use such terms in this connection. But to resume:

I have now reached the south side of the street and turned westward. My cane, touching lightly the outer edge of the walk, keeps me in a straight line and assists me to move with quickness and precision. On my left my "sense of presence" tells me there is a high wall by making me conscious of a feeling of slight oppression. This sense also aids in preventing collisions with posts of various kinds planted at intervals along the way. A sudden feeling of relief informs me that the wall has been passed and an open space reached, which my memory knows to be an intersecting street. Instantly I listen in all directions. Attention tells me the way is clear. I cross the road, find the opposite curb in the way already described, and go on block after block, till I reach the corner where I turn south to reach my own street.

At this point something occurs which proves the constant alertness of attention to the slightest impressions from without. I cross the southward-tending street to its western side and proceed a few steps in my original direction till my foot sinks into a small depression so slight as to be scarcely noticeable to the eye, but deep enough to be instantly cognizable to the expectant attention of the blind pedestrian. Without a moment's hesitation, I turn to the left and go forward, for memory, with unerring precision, tells me that this depression is situated almost exactly in the middle line of the walk I must now follow for a block.

Arriving at the corner of my own street (I know it because of the sensation of relief caused by the ending of the row of dwellings close to the sidewalk, and by a low post set in the angle of the intersecting paths against which my cane strikes), I turn once more westward to find my own residence. This is very

easy. A short distance from the corner a line crosses my path. I know when this is reached by the fact that my cane meets soft, rutted earth, while my feet tread upon mud left on the pavement by passing wheels. A few paces beyond the lane, a lamp-post stands close to the walk. This familiar landmark encountered, my attention becomes more active than ever, and heeds even more closely than before the impressions conveyed to it through the medium of the cane. I go on till my sensitized wooden guide tells me I have come to the first of two cement walks leading up from the sidewalk; the second is my own and lies only a foot or two beyond the first; I find this second path, step from the street, pass a confirmatory landmark in the shape of a large tree in the angle, take a few steps forward and find myself once more at home.

Villey pictures sensory compensation for vision by the use of an allegory, comparing the blind organism to a workshop which one of the workmen has suddenly left.

. . . He was the most active and the most intelligent of them all; one of those superior workmen, thanks to whose initiative and enterprise everything has been gradually left to him to direct. Undoubtedly, in (the) face of the enormous increase of work which must fall on those who are left, they might be discouraged and let themselves go, so that the output would be less and their wages reduced in consequence. If they are courageous, they can work harder and take advantage of the urgent need felt of them by their master, for improving their material situation. If their comrade, instead of leaving, had simply handed over to them part of the work which was confided to him, the result would have been the same.

Bürklen gives quotations from fifteen writers, from Fricke, 1715, to Wundt, 1910, all of whom explain the sensory superiority of the blind along similar lines, and summarizes the evidence as follows:

Blindness makes necessary an increased use of the remaining senses. This explains their higher efficiency which is acquired and not congenital. Their superiority rests upon central processes—attention, practice, adaptation—and in extreme cases suggests a physical change.

French writes:

The common opinion that the loss of one sense renders the others keener has now rather definitely been put to rest. Fairly conclusive experiments and the reliable testimony of blind persons all tend toward the reverse conclusion, namely that the loss of sight is accompanied by more or less impairment of the remaining senses and in no case by increased sensitivity. One cannot argue a priori either way. There is actual need of a great deal more of strictly scientific psychological investigation in regard not only to distinction of differences, but also to absolute threshold of perception, before conclusions approaching finality can be announced.

French further points out that it is particularly the more primitive senses, such as the muscle sense, taste, and smell, which are used in place of vision. This is well illustrated by the ability of the totally blind to follow a trail or path.

. . . In this the kinæsthetic senses doubtless play the most important part. The seeing person can do the same thing in total darkness; and one remarkable feature of the phenomenon is that he can accomplish his end much better, if he entirely ceases to attempt to use his eyes. To the observant teacher of the blind, there is apparent, often in startling instances, what may not inappropriately be termed a recrudescence of the primitive sense life.

Another example, according to French, is seen

. . . in the ability of the blind to tell the materials out of which a new house is being built. Anyone familiar with building materials can tell by smell the difference between pine

and oak; fresh mortar has, too, its characteristic odor. Here again there is no mystery in what is open to all; the seeing person has a surer guide in vision and so neglects what the inferior senses offer him and is guided but little by them. No definite limit can be set to the powers of the senses, because the factor of *educated attention* has no such limit. What the blind person lacks, first in totality of impression and secondly in the acuteness of those impressions that he has, he may make good to a very great extent by attentiveness, conscious or unconscious, to what is given. This applies particularly to the sounds, the interpretation of which is of so much more vital importance to the blind person than to one who can rely on sight. Thus intonation, tricks of speech, and the like, become exceedingly meaningful; the well and the sick voice betray to the blind man the physical condition of one talking to him; and so on through a vast number of gradations, insignificant, because practically useless, to the one with sight. There is increased significance, too, in the texture of a glove, the feel of a handshake, and in personal odors to one who dwells in darkness and must from these very things build up or reconstruct his objective world and his world of social life.

May we now bid a final farewell to the dogma of sensory compensation? Everyone acknowledges that the blind do surprising things with hearing, smell, and touch: but careful measurements do not show that they are superior to the seeing in fineness of sense discrimination: their attainments must therefore be the result of long-continued, attentive practice: equally surprising feats are performed by the seeing under similar necessity.

BIBLIOGRAPHY

- Adams, Charles Magee, "The World and the Blind Man," *Atlantic Monthly*, 1924, Vol. CXXXIV, pp. 595-602.
- Babcock, R. H., "The Blind and their Sense-Perception," *The Outlook*, 1915, Vol. CXI, pp. 871-872.
- Battles, F., "Color Percepts of the Blind," *Education*, 1890, Vol. XI, pp. 412-417.
- Brown, Margaret S. and Stratton, George M., "Spatial Threshold of Touch in Blind and Seeing Children," *Journal of Experimental Psychology*, 1925, Vol. VIII, pp. 434-442.

- Bürklen, Karl, *Blindenpsychologie* (Leipzig: Barth, 1924, 334 pp.).
- Campbell, Charles F. F., "A Personal Interview with Wiletta Huggins," *Outlook for the Blind*, 1922, Vol. XVI, pp. 22-24.
- Carpenter, W. B., *Principles of Mental Physiology* (New York: D. Appleton & Co., 1877, 737 pp.).
- Crissey, F., "An Amazing Blind Girl Who Hears by Touch and Sees by Smell," *Ladies' Home Journal*, 1821, Vol. XXXVIII, pp. 131-132.
- French, R. S., *The Education of the Blind*, Part I (Berkeley: California School for the Blind, 1924, 56 pp.).
- Gault, Robert H., "An Unusual Case of Olfactory and Tactile Sensitivity," *Journal of Abnormal and Social Psychology*, 1923, Vol. XVII, pp. 395-401.
- Gerhardt, Ferdinand von, *Materialien zur Blindenpsychologie* (Langensalza: Wendt and Klauwell, 1917, 283 pp.).
- Griesbach, H., "Vergleichende Untersuchungen über Die Sinnesschärfe Blinder und Sehender," *Pflüger's Archiv*, 1899, Vol. LXXIV, pp. 577-638; Vol. LXXV, pp. 365-429, 523-572.
- Hall, G. Stanley, "Laura Bridgman," *Mind*, 1879, Vol. IV, pp. 149-172.
- Hayes, Samuel P., "New Experimental Data on the Old Problem of Sensory Compensation," *The Teachers Forum*, 1933, Vol. VI, pp. 22-24.
- "The New Revision of the Binet Intelligence Tests for the Blind," *The Teachers Forum*, 1929, Vol. II, pp. 2-4.
- Heller, T., *Studien zur Blindenpsychologie* (Leipzig: Engelmann, 1904, 136 pp.).
- Hocheisen, P. K. F., *Der Muskelsinn Blinder* Berlin: Schade, 1892, 39 pp.).
- Hooper, J. T., "An Hour with Wiletta Huggins," Proceedings of the American Association of Workers for the Blind, 1923. (Unpublished).
- Huggins, Wiletta; Newspaper notices:
Boston Transcript, December 21, 1921.
Christian Science Monitor, February 21, 1924.
Christian Science Sentinel, January 26, 1929.
- James, William, *Principles of Psychology* (New York: Henry Holt, 1890, 2 Vols., 689 and 704 pp.).
- Jastrow, Joseph, "The Will to Believe," *Journal of the American Medical Association*, 1922, Vol. LXXVIII, pp. 1891-1893.
- Katz, David, *Der Aufbau der Tastwelt* (Leipzig: Barth, 1925, 270 pp.).
- Keller, Helen, "Sense and Sensibility," *Century Magazine*, 1908, Vol. LXXV, pp. 566-577, 773-783.
- Kitto, John, *The Lost Senses* (New York: Robert Carter & Brothers, 1852, 379 pp.).
- Kunz, Martin, "The Physiology of the Blind (The Vicariate of the Senses)," (Washington: Volta Bureau, 1908, Reprint No. 56, 31 pp.).
- Levy, W. Hanks, *Blindness and the Blind* (London: Chapman and Hall, 1872, 518 pp.).
- Renshaw, S., Wherry, R. J., and Newlin, J. C., "Cutaneous Localization in Congenitally Blind versus Seeing Children and Adults," *Pedagogical Seminary and Journal of Genetic Psychology*, 1930, Vol. XXXVIII, pp. 239-248.

- Schaefer, K. L. and Mahner, P., "Vergleichende psycho-physiologische Versuche an taubstummen, blinden und normalsinnigen Kindern," *Zsch. f. Psychol. und Physiol. d. Sinnesorgane*, 1905, Vol. XXXVIII, pp. 1-23.
- Seashore, C. E., and Ling, T. L., "The Comparative Sensitiveness of Blind and Seeing Persons," *Psychological Review Monographs*, 1918, Vol. XXV, Whole No. 108, pp. 148-158.
- Steinberg, Wilhelm, *Hauptprobleme der Blindenpsychologie* (Marburg: Verein der blinden Akademiker Deutschlands, 1927, 72 pp.).
- Sternberg, W., "Unterscheidsfähigkeit in Gebiete des Geschmacks und Geruchs," *Pflüger's Archiv f.d. ges. Physiol.*, 1910, Vol. CXXXI, pp. 425-446.
- Swift, S. C., "The Unknown Folk," (Unpublished).
- Villey, Pierre, *The World of the Blind* (London: Simpkin, Marshall, Hamilton, Kent & Co. Ltd., 1922, 403 pp.).
- Washburn, Margaret, "Ueber den Einfluss der Gesichts-associationen auf die Raumwahrnehmungen der Haut," *Philosophische Studien*, 1895, Vol. XI, pp. 190-225.
- Whalen, Sara, "The Vicariate of the Senses," *Proceedings of the American Association of Instructors of the Blind*, 1892, pp. 44-53.
- Williams, T. J., "Extraordinary Development of Tactile and Olfactory Senses; with Demonstration of the Remarkable Case of Wiletta Huggins," *Journal of the American Medical Association*, 1922, Vol. LXIX, pp. 1331-1334. (Reprinted, 3 pp.).

NOTE.—For the contents of a number of articles in German, the writer has been obliged to depend upon Bürklen's *Blindenpsychologie*.

OUTLOOK FOR THE BLIND

125 East 46th Street, New York City

Please send in promptly notice of change of address, giving both old and new; always state whether the change is temporary or permanent

SUBSCRIPTION PRICE \$2.00 PER ANNUM

COPYRIGHT, JUNE
1934

EDITORS' PAGE

WHITHER?

"Handicapped Workers and the NRA," the report by Dr. E. Stagg Whitin which appears at the beginning of this number, is an exceptionally complete statement of an underlying theory of the employment of the handicapped. Whether or not we agree with the author, we cannot but recognize the comprehensiveness of his plan and its value as a basis for discussion.

Too often, workers for the blind are so occupied with the immediate problems and emergencies of their organizations and their clients that they have little time or thought to give to consideration of the fundamental philosophy which underlies their work. They must attack those phases of the problem which directly confront them. Yet how can real progress be made without a vision of the distant hills which are the goal?

Dr. Whitin's plan provides a place for each handicapped individual according to his necessities and resources. There can be no single solution of the problems of the blind. No one provision, be it pensions for all, employment for all, or institutional accommodation for all, can be a universal panacea. Flexibility is a cardinal essential in the solution of all human problems. But, in another sense, a comprehensive plan is a *sine qua non*, if we are to be sure that

no needs are overlooked, no individuals left out, and that in the multitude of our specialized activities, no gaps are left in the retaining wall we are striving to erect against social inadequacy and economic insecurity for those who have lost their sight. And before a general plan, must come a general philosophy.

During the past few years, employment opportunities for the handicapped have dwindled, relief funds have been drained, and private philanthropies have been sorely overtaxed. Changes have come about not only in the economic life of the nation, but in its philosophical outlook. Must we not seize the opportunities of the present day to clarify our thinking and develop a sound and comprehensive philosophy, to the end that each agency's efforts may go more surely toward helping the blind to build lives, more active, richer, more secure?

OUTLOOK POLICY

In response to inquiries from some of our readers and contributors, we publish again a statement of the purposes and policies of the *Outlook*.

The *Outlook for the Blind* is the only professional magazine for workers for the blind in the United States. As such it is intended to be *informational* rather than *inspirational*. Its subject-matter is concerned chiefly with methods used successfully in promoting the welfare of the blind and with news notes which are of interest to professional workers in this field.

Since a considerable proportion of workers for the blind are themselves without sight, a braille edition of the *Outlook* is published. Funds available are insufficient to cover the cost of printing the entire magazine, and it is therefore necessary to abridge the material somewhat. We look forward to the day when additional subsidies from interested blind people and their friends will make it possible to publish the entire magazine in braille.

FOUNDATION ACTIVITIES

News notes of the current activities of the American Foundation for the Blind

FOUNDATION TREASURER

At a meeting of the Foundation's Executive Committee on Friday, May 18, Mr. William Ziegler, Jr., was elected Treasurer of the Foundation, to succeed the late Mr. Herbert H. White.

Mr. Ziegler's name is well known to blind people throughout the country on account of the *Matilda Ziegler Magazine for the Blind*, which was founded and endowed by his mother (whose name it bears), and in which Mr. Zeigler himself takes a warm interest.

NEW FOUNDATION BUILDING

Plans are now being drawn for the new building which is to give the activities of the Foundation a permanent home. A site on West 16th Street (near Fifth Avenue) in New York City has been purchased and the contract for the new building will soon be let.

The Foundation's new home has been made possible by the generous gift of \$100,000 for this purpose, from its President, Mr. M. C. Migel.

FRANKING PRIVILEGE FOR TALKING BOOK RECORDS

In May Congress passed a bill, drafted by the American Foundation for the Blind, which allows Talking Book records to be sent free through the mails under the same conditions which have applied to braille books for many years. The new bill also provides that volumes of the Holy Scriptures, published in raised characters or in the form of sound reproduction records for the use of the blind, shall be carried free through the mails, when furnished by a

non-profit-making agency to a blind person without charge, and when furnished by such an agency at a price not exceeding the cost of production shall be transmitted through the mails at the rate of one cent per pound or fraction thereof.

The gratitude of blind people throughout the country is due to Senator Kenneth D. McKellar and Congressman Matthew Dunn, who introduced the bill in the two Houses, and to Congressman James M. Mead, Chairman of the Post Office Committee of the lower House, who took a great interest in the passage of this measure.

BRAILLE TYPEWRITER

Almost four hundred of the new American Foundation for the Blind braille typewriters have, up to the present time, been delivered to purchasers throughout the United States and foreign countries. The L C Smith & Corona Typewriters Inc. manufactured five hundred of these machines for the Foundation in the first lot. New orders are being received daily.

ANNUAL MEMBERSHIP MEETING

The annual membership meeting of the American Foundation for the Blind, Inc., will be held at 3:00 P.M. on Friday, June 15, at the Foundation headquarters, 125 East 46th Street, New York City.

TALKING BOOK IN PRODUCTION

The first group of Talking Book titles, manufactured by the American Foundation for the Blind for the Library of Congress, will be sent to the libraries for the blind during the month of July. About the same time, approximately nine hundred

talking-machines, also manufactured by the Foundation, will be shipped to fill orders received from agencies for the blind and sightless individuals.

CONFERENCE ON EMPLOYMENT OF THE HANDICAPPED

A conference to consider the problem of the employment of the handicapped was held under the auspices of the General Federation of Women's Clubs, on Friday, April 13, at the offices of the American Foundation for the Blind.

Miss Julia K. Jaffray, Chairman, Department of Public Welfare, General Federation of Women's Clubs, presided. The following were also in attendance: Mr. Oscar Sullivan, President, National Rehabilitation Association; Mr. Peter J. Salmon, Chairman, A.A.W.B. Committee on Workshops; Father O'Grady, representing Roman Catholic institutions; Mr. John A. Kratz, Chief, Vocational Rehabilitation Service, Department of the Interior; Colonel John N. Smith, Jr., Director, Institute for the Crippled and Disabled; Dr. E. Stagg Whitin, Chairman, Executive Council, National Committee on Prisons and Prison Labor; and Mr. A. F. Allison, Member, Board of Directors, Association for Government Service, Inc.

Miss Jaffray, the Chairman, stated that several of those interested in the employment of the handicapped had indicated that each group was trying to develop its own separate program; that there was no underlying philosophy; and that it was desirable for the several groups to draw together and endeavor to work out a common approach to the problem.

At the request of the Conference, Dr. Whitin prepared an analysis of the problem and the basic philosophy underlying it, which is published in another part of this magazine.

CWA BRAILLE TRANSCRIBING

A piece of work initiated under the "Woman's Work" Department of the Civil Works Administration in Mississippi under the direction of Miss Ethel Payne has given more real help to the needy unemployed than any other—namely, the project under which fifteen women were employed to transcribe ink-print books into braille.

Beginning March 23, 1934, thirteen needy, unemployed blind women and two needy, unemployed women with normal vision were employed upon this project. Eleven blind women transcribed the ink-print into braille. Two blind women and the two women with normal vision proof-read the books which the blind women had transcribed—the sighted women reading from the ink copy and the blind proof-readers checking the braille copy.

Fourteen books have been transcribed or are in the process of being transcribed. Working through the CWA to make this a perfect project, Mrs. D. W. McBryde of the Mississippi State Commission has selected the stories and books for transcribing, the selection being based upon the need and demand for the things selected. She distributes the work to the workers, assembles the braille, and arranges it for binding. The Junior Woman's Federated Clubs are furnishing materials for making the books and binding them. The braille books will be circulated by the State Library Commission.

Work given to the needy blind is certainly twice blessed—it gives the joy of self-support and the joy of being employed. One dear old lady expresses it thus: "You've no idea what it means to sit all day with folded hands with the world shut out and you shut in. God sent you to bring us work."

APPOINTMENTS

NEW SUPERINTENDENT IN INDIANA

On March 1, Robert Lambert, former principal of the Columbus High School, Columbus, Indiana, assumed the duties of Superintendent of the Indiana State School for the Blind. Although Mr. Lambert's professional experience has been largely in the field of the seeing, he comes to his new post well equipped to render valuable service. He is a graduate of Indiana University, he has a master's degree in education from the University of Chicago, and is a member of Phi Alpha Kappa, national honor education fraternity. At present, he is working toward his doctor's degree in education and psychology.



Robert Lambert

Mr. Lambert has for some time taken an active interest in work for the blind, and is a member of the Indiana Association of Workers for the Blind. A teaching experience of nearly twenty years in the high schools of Indiana, has given him an understanding of school problems and those of pupil adjustment toward life which will stand him in good stead in his new position. Through summer courses and a tour of various schools, he proposes an additional study of methods used by the best schools in teaching the blind.

Mrs. Lambert, who is herself a former school teacher and who has had special work in dietetics and training of children, will assist her husband in the operation of the school for the blind.

NEW MASSACHUSETTS EXECUTIVE APPOINTED

Mr. William H. McCarthy of Rockland, Massachusetts, was recently appointed by Governor Ely to assume the duties of Director of the Division of the Blind. In this position, he has charge of all State work for the blind, which includes rehabilitation, education, and financial aid.

When a young lad, Mr. McCarthy met with an accident which caused total blindness. He received part of his education in the public schools, and when he lost his sight, became a pupil at Perkins Institution, graduating in 1897. At Perkins Institution, Mr. McCarthy was an energetic, ambitious student and gave promise of a very successful future.

Almost immediately after leaving Perkins, Mr. McCarthy launched out into business, and for twenty-six years conducted several piano stores in Plymouth County.

In 1923 he was elected as representative from his district to the General Court and served in this capacity for ten years. Mr.



William H. McCarthy

McCarthy was the first Democrat from a rock-bound Republican district to serve in this position. While in the Legislature, he had charge of all legislation pertaining to the blind, and in 1924, he served on a special commission designated to make suggestions for the welfare of the blind of the state.

Mr. McCarthy has been active in the community life of his town and was president of the Chamber of Commerce for eight years. He has always displayed keen interest in child welfare and was instrumental in securing and perpetuating a permanent milk fund for children in public schools.

In view of Mr. McCarthy's past interest in public and social welfare, there is every assurance that he will enter into his new field with the same zeal and progressive determination that have marked his other work.

NECROLOGY

DR. EDWARD F. GLASER

Dr. Edward F. Glaser, prominent oculist of San Francisco and a member of the California State Board of Health for seventeen years, died on May 9, after an illness of several months.

Dr. Glaser had served as a Director of Blindness for many years, devoting much time and labor to the cause in which he was so deeply interested. He was largely responsible for the passage of legislation safeguarding the eyes of infants at birth, and for the law prohibiting the use of roller towels in public places in California, and helped to form the first sight-saving class in San Francisco.

Dr. Glaser was happiest when working among the poor, and his many friends have started the Edward F. Glaser Fund for Glasses in his memory. The fund will be used to provide glasses for those who need to conserve vision.

KATE M. FOLEY.

MYRA FARMER COX

On April 7, Mrs. Myra Farmer Cox passed away at her home in Overbrook, Philadelphia, Pa.

For the past ten years Mrs. Cox had been associated with the Pennsylvania Institution for the Instruction of the Blind as secretary to Dr. O. H. Burritt, the Principal, and she was well known to workers for the blind all over the country.

Her graciousness, her outstanding ability, and her genuine sympathy with the sightless had endeared her to all, and she will be greatly missed by blind and seeing alike.

BULLETIN BOARD

News items from agencies for the blind in all parts of the country are desired for these pages. All manuscripts should be in the Editor's hands four weeks before the date of publication.

Delaware Commission for the Blind—On May 31, the Delaware Commission for the Blind abandoned living quarters at the Blind Shop for new ones in a private home. The new establishment is under the supervision of Mr. and Mrs. Cecil Ferguson, who, for four years, have managed the former home. The Blind Shop will now only be used as a workshop. . . . Camp Landis, the summer camp for the blind, was opened the last week in May. Miss Elizabeth F. Newland, of the Occupational Therapy Bureau, Philadelphia, is acting as camp counselor.

Perkins Institution—Plans have been completed for the extension of the Deaf-Blind Department. During the next school year, Perkins Institution will, for a period of three months each, afford an opportunity to three teachers of deaf-blind pupils to observe the methods and equipment used there. The vacancy caused by the visiting teacher will be filled by a well-qualified person sent by Perkins. The plan also accepts deaf-blind pupils, provided they are accompanied by a teacher, for a period of one year only. This is limited to one year so that the privilege may be as widespread and afford opportunity for as many deaf-blind children as possible. . . . In order to safeguard against the hazards of fire, Perkins Institution has purchased fire extinguishers and placed them in all school buildings and cottages. A watchman's system, which is connected with the Watertown Fire Department, has been installed and the practice of fire drills adopted. . . . The New England Conservatory of Music has consented to certify any pupil of Perkins Institution who wishes to enter the theoretical classes at the Conservatory. . . . The chorus of Perkins Institution participated with other choruses of Catholic, Protestant, and Jewish churches in a program sponsored by the American Choral and Festival Alliance in Symphony Hall, Boston,

Sunday evening, May 13. . . . The largest class in the history of the school will graduate from Perkins Institution this June. The exercises will be held Thursday afternoon, June 21.

The Toledo Society for the Blind—The Progressive Club of the Toledo Society for the Blind had an unusual experience when the mother of Baby Reed brought her one-year-old son to the club and personally thanked them and the Society for saving her baby's sight. This was the baby that required a day and night nurse for three days when he was born to give constant care to his eyes in order to save his sight. The baby appears normal in every way, and the sparkling blue eyes tell their own story—he can see. . . . The blind are delighted with the possibilities of the Talking Book machine which was received last week. They are eagerly waiting for the new discs. Several groups of people have already asked for demonstrations.

Washington State School for the Blind—The Junior League of Seattle presented the School with a new electric stereotyper. This machine will fill a long-felt need in supplying material otherwise unavailable and also in providing music for the players of stringed instruments in the school. . . . The school chorus participated in a music festival in which the public schools of Clark and Skamania counties united. Fifteen members of the school orchestra also learned the scores and joined a large orchestra of combined units from other towns, thus gaining valuable experience in applying their knowledge. . . . A program of trios and solos was presented recently at the Oregon School for the Blind, Salem, Oregon, and at the First Congregational Church, Vancouver, by Margaret Herman, violinist; Julia Madding, cellist, and Pearl Denham, pianist. . . . The Junior Red Cross Chapter of the Washington School for the Blind is making a portfolio, such as the one which

was sent last year to the Porto Rico School for the Blind, to send away. Contacts with foreign schools may be made through this medium, and if any schools in the United States wish to exchange portfolios, the Washington chapter would be very happy to do so.

Western Pennsylvania School for the Blind—Miss Ethel Baker, newly appointed English teacher at the Western Pennsylvania School for the Blind, has filled the vacancy caused by the marriage of Miss Henrietta S. Zacharias.

American Bible Society—The American Bible Society is in its ninety-ninth year of supplying embossed Scriptures for the blind. Two thousand nine hundred and sixty-nine volumes, furnished at the special price of twenty-five cents a volume, were distributed from the Bible House in seven different embossed systems. During the year, a special appropriation for enlarging work among the Society's foreign agencies was granted and the publication of the first volumes of the Scriptures in the new standard English braille occurred.

Pennsylvania Home Teaching Society—New officers of the Society include the following: President, James M. Anders, M.D.; Vice-President, Ellis A. Gimbel; Secretary, Ruth F. Sargent; Treasurer, Pearl E. Reckless. The new offices of the Society are located at 303 South Seventeenth Street, Philadelphia.

Ohio State School for the Blind—The program for the closing exercises of the school which began on April 25 with a piano recital by Mary Kennedy, and which included concerts by the department of music, dramas, and picnics, came to a close on May 29 with the final graduation exercises. Joseph W. Fichter, Assistant Director of the State Department of Education, gave the commencement address.

Blind Relief Fund of Philadelphia—In behalf of all the organizations for the blind of Philadelphia and under the auspices of the Blind Relief Fund, Mr. Ellis A. Gimbel, Vice-President of the Pennsylvania Home Teaching Society, presented, on April 25, the first Talk-

ing Book machine to Edward Marcu, a successful, young, blind lawyer. Mr. Marcu, who received his B.A. degree in 1923 and his degree in law in 1926 from the University of Pennsylvania, has been practicing law for the last eight years. Arrangements are being made to enable him to plead cases in the United States Supreme Court. At present, he is a candidate for the Pennsylvania State House of Representatives. . . . The Board of Managers of the Blind Relief Fund held their twenty-fifth annual meeting on May 3, at the Bellevue-Stratford Hotel, Philadelphia. Reports were given by Isabel W. Kennedy and Arthur Horton.

New York Public Library, Library for the Blind—The Library's collection of books has been moved and now occupies the seventh floor of a large loft building, recently purchased by the Reference Department, at 137 West 25th Street, New York City. All requests for books should be sent to this address. Owing to the improved working facilities of the new quarters, the library will be better organized and service will be more rapid.

The collection of braille music is still housed in the Central Building at Forty-second Street and Fifth Avenue. All requests for music and correspondence other than book requests should be sent to this last address.

Maryland School for the Blind—At the annual Field Day, held recently by the school, blind runners turned in some exceptionally fast performances. The running lanes were flanked with cables to guide the runners. Mansfield Kinsey, of the Black Team, won the seventy-five-yard dash in eight and four-fifths seconds.

Pennsylvania Institution for the Instruction of the Blind—Philadelphia's seventh Educational Week for the Blind proved to be the most successful Week so far, both financially (with a profit of \$1,567.62 net) and from the standpoint of enlisting the interest of the public. . . . Miss Marion Kohn (Overbrook 1904), who has been Executive Director of the Orphans' Guardians Society, assumed, on May 1, responsibilities as Supervisor of Pensions for Blind, of the County of Philadelphia, under

the direction of the Trustees of the Mothers' Assistance Fund. During the past years, Miss Kohn has made distinctive contributions as a social worker and is well known in the community. . . . With the April issue of the *Red and White*, our school magazine passed the control of its issuance to the students. In the future it will be managed by them, with Miss Nellie G. McIntyre and Miss Josephine Chrysler as advisers.

National Society for the Prevention of Blindness—On April 1, the National Society moved its offices to 50 West 50th Street, New York City. . . . The revised edition of the leaflet *Eye Protection in Industry*, published by the National Society, contains a self-appraisal form for safety engineers and executives concerned with conservation of vision in industry. In this self-appraisal are incorporated suggestions which have been made by industrial physicians, ophthalmologists, safety engineers, and other industrial executives throughout the country. It is divided into three sections—"The Plant," "The Worker," and "The Job,"—and the questions listed under each division should enable the individual safety engineer or plant manager to find out exactly where his property stands in comparison with the ideal in the matter of protecting the eyes of the company's employees. . . . The Leslie Dana Gold Medal, awarded annually for outstanding achievements in the prevention of blindness and the conservation of vision, was presented to Dr. F. de Lapersonne, noted French ophthalmologist and president of the International Association for Prevention of Blindness, at the annual meeting of the Association in Paris on May 14.

Pennsylvania Association for the Blind—On May 15, the Pittsburgh Branch of the Pennsylvania Association for the Blind began classes in social dancing. The instructor for the classes, which are held two evenings a week, is Mr. Ralph Stone, who has had considerable experience along this line. Forms of dancing other than social will undoubtedly be taught at a later date. . . . Under the management of J. E. Stehley and the auspices of the Pittsburgh Club for Blind Men, a dinner was held May 22 at

the Pittsburgh Branch of the Pennsylvania Association for the Blind. The money received from the dinner was used to create a revolving fund for the purchase of Talking Books for the blind.

Minnesota Council of Agencies for the Blind—A meeting of the Minnesota Council was held May 12, in St. Paul. The officers for 1934 are as follows: Miss Bertha Hanford, President; Mrs. Delcie Jordan, Vice-President; Miss Edith H. Marsh, Treasurer; Mr. M. I. Tynan, Secretary.

Missouri Commission for the Blind—The Commission, in co-operation with the fourteen other organizations engaged in work for the blind in St. Louis, held the third Educational Week for the Blind, May 6 to 12, inclusive.

The week opened with a concert on Sunday afternoon in the St. Louis University Auditorium, featuring Mr. Joseph L. Huber, cornetist, Miss Betty McGuire, *diseuse*, and Miss Geneva Koenker, soprano, local blind artists.

The exhibits and demonstrations were again in the Frank Lind Building, in connection with which there was a tea room conducted daily by the church women of Greater St. Louis.

A booklet containing the activities of the week, and also serving as a directory of the agencies in St. Louis engaged in work for the blind and of the organizations having a committee for the blind, was distributed to all visiting the exhibits.

While the purpose of the Week was to educate the seeing public regarding the capabilities of the blind and not to raise money, the receipts from the tea room more than covered all attendant expenses, and there will be a small cash balance to add to the balance from the second Week for the Blind.

Seattle Lighthouse for the Blind—The annual meeting of the Lighthouse was held at the Olympic Hotel in Seattle. Mrs. Jeanne E. Chapman was the principal speaker. During the course of her speech, she displayed handwork from the industrial departments of the Washington State School for the Blind. Robert Sherman, cellist, played a group of solos.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind.

“Hysteric Amblyopia” by Frederick C. Cordes and Warren D. Horner, in the *American Journal of Ophthalmology*, for July, 1933, is a report of three cases of hysterical blindness and the treatment given to restore vision. The three cases described illustrate the type of subject in whom this condition may appear.

The Insurance Salesman for April, 1934, carries an article “If This Man Jonas Can Make the Grade, Why Can’t I?” which is the story of how Julius Jonas found success as an insurance salesman and how he is helping others to attain the same goal.

“Sight Reading by the Blind” by L. W. Rodenberg, is found in the *Music Supervisors Journal* for December, 1933. Mr. Rodenberg here describes the difficulties encountered in the development of sight reading of braille music and enumerates the accomplishments gained in this field.

Emile Jacques-Dalcroze has written an article called “Blind Children and Eurhythmics” for the *Catholic World*, April, 1934. In this article, M. Dalcroze tells the story of how his interest in blind children was aroused. He stresses the need for free physical development of blind children, and is enthusiastic about results some of his pupils have obtained when introducing eurhythmics in classes for these children.

Blind: The Story of the World Tragedy by David Glenn MacKenzie, as seen through the eyes of William H. McMaster, was recently published by the Stratford Company, Boston, Massachusetts. This is the fantastic account of the “history of the

world tragedy of 1950 and the reclamation and reorganization problems that developed from it.”

Managers of workshops will be interested in “Abilities, Attitudes and Successes: A Study of Sewing-Machine Operators” by David Grauer, published in the *Personnel Journal* for April, 1934.

This is a report of an intensive study of fifteen women employed by the Industrial Workshops of Chicago, a non-profit-making organization for rehabilitation. In addition to the standard dexterity tests, ratings of job satisfaction, fatigue, and attitudes toward the work and the tests were used.

The results, while showing a high correlation between earnings and test scores, also indicate that the emotional attitude of the worker is of great importance in determining performance.

Light From Darkness by Takeo Iwahashi, recently published by the John C. Winston Company, Chicago, is the autobiography of a blind Japanese who, by his own efforts, has attained the distinction of a professorship in the Kwansei Gakuin University in Kobe, Japan.

“A Statesman’s Eyes,” in *Collier’s* for June 24, 1933, is the story of Thomas P. Gore, the blind senator from Oklahoma. It specially deals with Mr. Gore’s stand on the money question.

The Forum and Century for May, 1934, contains a short story, “Dark,” by Josephine W. Johnson, which deals with a soldier blinded as the result of being gassed in the War, who regains his sight only to lose it again the same day.

HELGA LENDE.

BOOK NEWS

THE BLIND MILTON

MILTON'S BLINDNESS, by *Eleanor Gertrude Brown*, A.M. Columbia University Press, New York, N. Y. 1934. 167 pp., \$2.50.

At last it has been done! For many years I have wished to see a special and independent work on Milton's blindness and its effect upon his life and work. Indeed, at one time, I myself began to collect material for a monograph on the subject, but was compelled by adverse circumstances to relinquish the undertaking, feeling sure that in its own good time such a work would appear from the hand of another more competent than I. My faith has been justified for Miss Eleanor G. Brown, A.M.,¹ has just issued her doctorate thesis under the title *Milton's Blindness*.

Every standard *Life* of Milton must, of course, contain a discussion of Milton's loss of sight, but Dr. Brown's work is restricted to this topic alone, and, by narrowing the field, results in greater concentration of cultivation and inevitable increase in the harvest, both of fact and of deduction. So far as fact is concerned, the reader is left convinced that little or nothing of value can be added to the stores assembled and arranged by Dr. Brown. In the matter of interpretation and deduction, however, although I am convinced that the author is quite generally sound, yet there will always be, I suppose, a certain debatable ground, a sort of No Man's Land, if I may dare to use such a term, whose permanent possession will never be determined. It will be impossible to read into certain passages and certain entire poems meanings and to draw from these conclusions which will be ac-

cepted as absolute and final. Thus I find myself at some points in disagreement with Dr. Brown. But these will be discussed in their proper place.

Dr. Brown's thesis is admirably arranged. It is divided into four parts, each one fairly complete and self-contained though of course fusing naturally into a complete whole. These parts are: "The Cause of Milton's Blindness," "Autobiographical References to his Blindness," "Milton as Reflected in his Poetry," "Milton's Eyes Take Holiday."

The first section is wholly concerned with the diagnosis of Milton's blindness. The previously uninformed reader will be surprised, and perhaps a little shocked, to learn that eminent scholars have seriously suggested, and in fact attempted at some length to prove, that Milton's loss of sight was due to syphilis, congenital or acquired. Dr. Brown has, it seems to me, decisively refuted this startling hypothesis, and I shall therefore leave the argument for and against to those sufficiently interested to read it in its entirety.

In the sphere of a more enlightened and scientific medical opinion, however, there is some divergence and considerable doubt. One group of ophthalmologists holds that Milton's blindness was due to glaucoma, while another is convinced its cause was myopia and detachment of the retina. Though a layman and therefore speaking with diffidence, I find myself inclined to the latter view although the former has many strong arguments in its favor. I have personally known several cases of myopia and detachment of the retina whose symptoms were so closely allied to those of Milton that I am irresistibly led to relate them all to the same cause. But here again I must observe that, since I am a layman, my opinion on symptoms may be entirely at variance with the facts. Undoubtedly the sincerest view of the actual cause of Milton's

¹ See biographical sketch by Edward M. Van Cleve in the *Outlook for the Blind*, February, 1934.

blindness is that expressed by Dr. Brown, namely, that it will probably always remain without definite decision. Anyhow what does it matter? Blindness is blindness no matter what the cause, and, except for the purpose of settling an interesting scientific debate, the present point at issue is not very important.

When we come to Part II of Dr. Brown's thesis we find ourselves at once in a field peculiarly liable to difference of interpretation. The weighing of evidence furnished at close to three hundred years' distance and furnished by indefinite phrasing of historical, biographical, and emotional views and states is, at the best, a difficult operation and sometimes barren of real results, though always interesting. Quite naturally one is desirous of learning how Milton faced up to his handicap, and one is on the look-out for every scrap of reference, exposed or hidden, which bears on the subject. The danger is, of course, and with all due respect to the advantages of similarity of conditions enjoyed (?) by the blind in the present discussion, that this very similarity may lead us to read into Milton's words some of our own mentality and of our own preconceived notions as to the attitude of such a great soul as that of our hero. Provided, therefore, that blind critics are equally sincere and equally intelligent, we are frequently forced to the conclusion that deductions are, after all, of decisive value only to those who make them. Thus I feel that my own disagreement with Dr. Brown in her interpretation of the famous Sonnets XIX and XXIII does not in any way settle the argument. And, since I differ from her, it is equally evident that her conclusions do not settle it—for me at any rate. Let us briefly consider then these two sonnets.

Dr. Brown fixes the date of Sonnet XIX,

When I consider how my light is spent,
Ere half my days, in this dark world and wide,

as approximately 1655. She says: "My reason for this view is the control apparent in the portrayal of the conflict. It is as if Milton were looking back upon the struggle rather than experiencing it." Pattison states that this sonnet is "conjecturally" placed in 1655 because it follows the Piedmontese sonnet in the edition of 1673. Tillyard gives 1652 as the date and for myself I agree with him. To me it seems that far from looking back upon a struggle which is past, at least in its active stages, Sonnet XIX expresses a controlled, but none the less deep and strong emotion of actuality:

And that one Talent which is death to hide,
Lodg'd with me useless. . . .

is the cry of a soul which feels the bitterness of impotence. Could this feeling be experienced at one and the same time with that of exultant triumph and pride in achievement? Sonnet XXII is also placed in 1655, a year after the "Second Defence." It is therefore evident that "that one Talent" was not useless and had been vigorously employed previous to the date which has Dr. Brown's adherence. Again, we must not overlook Milton's other cry:

Doth God exact day-labour, light deny'd,

Does this sound like the expression of emotion controlled, subdued, and faced for three long years? To me it does not.

. . . his State is kingly. Thousands at his
bidding speed

And post o're Land and Ocean without rest:
They also serve who only stand waite.

The closing line is often cited as proof of Milton's resignation and submission to what he considered as the will of God. That he submitted theologically is of course without doubt, but that he was reconciled and resigned does violence, I think, to Milton's whole character and experience. He was a born rebel and was constantly active in his rebellion. Intellectually, therefore, he could

never have submitted quietly to what he at the time of the writing of this sonnet considered as his reduction to impuissance. Milton, in closing Sonnet XIX, evidently pictured himself, as it were, at the court of a great Imperial Majesty where couriers were constantly coming and going. The poet envied those who were in actual execution of their master's bidding, but he consoled himself with the thought that, while some were speeding and posting "o're Land and Ocean," others were standing by, waiting—but not waiting in the attitude of a living death, of permanent and hopeless immobility—no, waiting for the command which would send them also on the same winged errand. When he uttered the cry of the talent lodged with him useless, he was feeling active, hopeless despair, but, when he closed his outburst, he had risen to the height of a wistful, dawning hope that, though for the moment he was unemployed and was merely standing by, this attitude might be that of the courier waiting, booted and spurred, ready at a moment's notice to leap into the saddle and gallop away, bearing dispatches from his royal master. Yes, it seems to me that Sonnet XIX has more claim to 1652 as its date of birth. It is too poignant, too active, too genuinely emotional to be the product of a date three years removed from that of the incidence of the calamity described.

I also find myself at some variance with Dr. Brown in her interpretation of Sonnet XXIII. Notwithstanding her reluctance to accept Sir Arthur Pearson's statement of the haziness of dream representations of people known only after blindness, and her adherence to the assertion made in *Harper's Weekly* of December 9, 1911, that people blind after seven years of age see as vividly in dreams as before their loss of sight, I have my own experience and that of others of whom I have read and with whom I have corresponded to the effect that people not

actually seen when sight was possessed often do appear in dreams hazily and sometimes almost totally unseen, but felt and cognized by intuition, if you will. The degree of this haziness is often determined by the length of the duration of the fact of blindness, by the degree of visual power possessed by the memory, and by various other factors. Milton of course had not been blind long enough at the time of the death of his second wife to have lost any visual acuity in dreams. But it must be remembered that he had always been a myope and that this undoubtedly influenced his dreams because a person finds the clarity of his sleeping images proportioned to that of his waking sight. Milton would naturally have had tactual knowledge of his wife's features, but such acquaintance might have fallen short of a vivid mental image—I mean of such a vivid image as to be reproducible in a spontaneous dream. A blind person possessed with visualizing power sees clearly whatever his hand touches and at the moment of the touch, but often, when recalling an incident, he finds certain details dim, hazy, and in fact, forgotten. I am convinced that when Milton says in Sonnet XXIII "Her face was vail'd" he meant that it was clouded, not seen clearly, but not actually covered with a veil or any material substance. My belief is confirmed by the words

"But O as to *embrace* me she enclin'd. . . ."

Here the word *embrace* I believe, is employed by the poet with the ordinary meaning of the French *embrasser*, that is, *to kiss*. It appears to me to be absurd to interpret *embrace* in our sonnet in the strict English sense of *to enfold with one's arms*. When Milton's dream-wife bent down toward him, it was with the purpose of kissing him, not merely to put her arms about him. And a kiss from lips hidden by a cloth or a gauzy net—well, I leave anyone to guess how much that would be appreci-

ated by the recipient of the favor. Dr. Brown's adherence to the textile inference in the word *vail'd* in Sonnet XXIII is unenable to me.

When one reads *Paradise Lost* one is struck with the genuine majesty and indomitable will of Satan. Milton was too great a dramatic artist to treat the devil with small contempt because by so doing he would have belittled his divine origin: though fallen, Satan was still an archangel. His conduct in Hell was therefore quite consistent. But there is another element in Milton's treatment of the ruler of Hell to which Dr. Brown gives attention—he had been thrown from high place after rebellion. Milton, too, had lost high place because he was a rebel. Satan was great, Milton knew himself to be great; Satan was unfortunate, Milton was unfortunate. A bond of sympathy, not of character, of course, but of state and of action, knit Milton to his great hero, and there are many aspects in his treatment of Satan which show a certain intellectual and emotional sympathy though the poet's theology extended to the fallen angel no mercy. The fact of Milton's sympathy with Satan is found markedly in the lines:

The mind is its own place, and in itself
Can make a Heav'n of Hell, a Hell of Heav'n.

Milton expressed this fact in his own life. For my part I am not afraid to acknowledge the devil as portrayed by Milton as one of my own greatest heroes. He is truly magnificent, but no more so than the mind which gave him birth.

There is considerable discussion on Milton's use of colors and names of flowers, plants, etc., not only in *Paradise Lost* but throughout all his work. The critics, I think, waste too much time on this point if they seek to prove therefrom either that Milton did not see sufficiently well to be interested in color for its own sake or that

he viewed his garden through the pages of his books. Many, if not most, of the great, yes of the greatest poets, are apparently ignorant of the finer shades of color. Red, green, blue, yellow, white, and so on are commonly spoken of because they are the hues of sky or sea or spreading meadows or golden grain. But when it comes to the nuances, these are seldom or never mentioned. Read Hugo, for instance, if you wish to learn exactly what I mean. The poet of epic mould or true dramatic cast sees the world *in large*. It is the lyric miniaturist who deals with fine particulars. Dr. Brown gives this minor point of Milton's writings its due attention but no more.

In treating of *Samson Agonistes*, Dr. Brown takes a course in which I find it hard to follow her all the way. Most of the authorities, as our author states, view this play as wholly autobiographical. Dr. Brown entirely disagrees with this view, agreeing with Dr. Hanford, who dismisses the autobiographical contention on the ground that *Samson Agonistes* is purely a work of art. But just what is meant by autobiographical? Does it refer only to historical incidents, to clothing, to food, to social relations, or does it include at least some portion of mentality, spiritual development, emotional states? Personally I think it does. Milton once more was too great an artist to falsify his scene and his characters by taking them out of their historical setting. But he was at liberty within the limits of his art to endow his hero with much of himself. Dr. Brown acknowledges that Milton was strongly attracted to Samson by the similarity of calamity. But she does not go much further. Personally, making all allowances for the necessities of dramatic treatment, I believe that Milton saw in Samson both what he himself was in many respects and what he would like to be. Samson also was a rebel, fighting all his life against the Philistines. He was finally de-

graded by these arrogant conquerors but his soul never really was crushed out of him. He meditated some supreme act both of vengeance and of justice, which he carried out in the destruction of the Temple of Dagon. It is not hard to see Milton in Samson; in fact I think it is harder to read him out of him. It is not merely enough in this case to say that every creator puts some of himself into his creatures. In the present case the soul of Samson is deliberately and largely the soul of Milton. Samson did what Milton would have longed to do, to bring crashing down to earth the wicked temple of the Philistine monarchy.

But, as I stated previously, what I have

here expressed are only my own views. They have perhaps little or no weight with others. Criticism must always be more or less a personal equation I suppose, the only difference being that some equations are simple and others quadratic. I rejoice to find Dr. Brown in this latter advanced group for *Milton's Blindness* is a monument to her industry, her intelligence, and her sound scholarship. Her thesis will be for a generation to come a mine of worth to seekers after the gold and precious stones of knowledge of, and sympathy with, Milton in the most trying, and at the same time the most glorious, period of his life.

S. C. SWIFT

MILTON

O Milton, thou whose outward eyes though clear
And lustrous, seeming all to see, yet naught
Perceived save night's mid-gloom when noonday sought
With radiance benign their globes to cheer,
With inward sight undimmed and void of fear
Thou view'dst the wreck of heaven's peace begot
Of fierce ambition; and the traitor's lot—
Deep, sullen Hell—despair, regrets that sear
The soul with timeless flames of baffled rage
And futile scorn refusing base defeat:—
All this thou saw'st, blind Milton, and did'st sing
In mighty numbers that from age to age
Roll like deep thunder . . . yet bear echoes sweet
As vesper bells that peace and pardon ring.

S. C. SWIFT

NEW CORRESPONDENCE COURSES

The Hadley Correspondence School for the Blind, Winnetka, Illinois, announces that it is now almost ready to send out to the blind its course in certain phases of poultry husbandry. Fourteen books—each one an entire lesson in itself—have been embossed in standard braille; and each lesson contains twenty questions to be answered by the student. The lessons will be on the following subjects: Laying-Hens, Market Eggs, Market Poultry (Parts I, II, and III), Poultry Farms (Parts I and II), Enemies of Poultry, Diseases of Poultry, Poultry Feeding, Natural Incubation, Natural Brooding, Artificial Incubation, and Artificial Brooding.

The School hopes to secure the services of one of America's foremost authorities on poultry husbandry as instructor.

Last fall a number of blind persons wrote to the School asking that they be enrolled for this course. The School will write to each of these people immediately. But if others are now interested in this subject, they are invited to communicate with the School. The School would also like to hear from blind poultrymen who have made a living at this occupation for any length of time, with a view to obtaining from them such help and information as would be beneficial to the blind students who may take up the study.

The books mentioned above are also being placed in the twenty-four distributing libraries receiving books from the Library of Congress under the Pratt-Smoot Law. The Hadley School, however, will have on hand a large number of these books, for the use of students only. Those who wish merely to read the books should borrow them not from the Hadley School, but from their nearest library.

For the information of blind women who some time ago asked for a course in home economics, the School wishes to announce

that an instructor is at work on the preparation of a short course which, it is believed, will be of help to blind home-makers and housekeepers. It will deal with four general phases of the subject, these being: The Family's Food, Health and Hygiene, How We May Become Builders of Character, and Some Other Points of Importance in Home Economics. The course will be announced at a later date.

The School is at work on a new, modern course in business correspondence which it hopes to have ready by the fall. And it continues to offer a large number of other courses, a list of which, with complete information about the School, will be furnished upon request.

The courses offered by the School are given without charge to the blind.

For full information address the School Secretary, Alfred Allen.

AID FOR BLIND MUSIC TEACHERS

The American Printing House for the Blind has announced that it will undertake the manufacture of the "Notation-Graph," a device for the use of sightless music teachers in their work with seeing students.

The Notation-Graph is a model of the Grand Staff mounted on a cork base to which the various musical symbols may be attached with ease, thus making it possible for the blind to express musical phrases in the notation used by the seeing. The device has been designed for the purpose of familiarizing the blind with the system of notation used by the seeing, and to enable the blind teacher of music to teach the reading of music to his seeing pupils.

The Notation-Graph is the invention of Mr. Charles B. Beetz, a sightless piano teacher of Brooklyn, New York. Mr. Beetz has placed his invention at the disposal of the American Printing House for the Blind without charging royalties or imposing obligations so that it may be available to all.

POSITIONS WANTED

TEACHER OF CANING wishes position in school or training shop for the blind; expert cane, rattan, and reed weaver, upholsterer and furniture repairer; graduate of the Georgia Academy for Blind; has had training in other workshops among the sighted. Sighted wife desires position in an institution with her husband caring for the blind. Troy Johnson, 1003 North Broad Street, Thomasville, Georgia.

SIGHTED COLLEGE GRADUATE desires position either as teacher in a school for the blind, or as secretary or companion to a non-seeing person. Experience consists of office work; substitute teaching in business school, tutoring, and practice teaching in school for the blind. Rose L. Berman, c/o *Outlook for the Blind*.

TEACHER of History Political Science, and Elementary Economics and Sociology wishes position. Graduate of the Illinois School for the Blind, Jacksonville, Illinois; B.A. Degree from Bradley College, Peoria, Illinois; M.A. Degree from the University of Chicago. Paul N. Stewart, 7746 Essex Ave., Chicago, Illinois.

HYMNALS IN BRAILLE

Two recent publications of the American Printing House for the Blind will be of particular interest to sightless musicians. They are: *Hymns of Praise and Service* (non-denominational) and *The St. Gregory Hymnal and Catholic Choir Book*. These Hymnals are priced as follows: *Hymns of Praise and Service*—Cloth bound, \$12.00; Pressboard binding, \$10.00. *The St. Gregory Hymnal and Catholic Choir Book*—Clothbound, \$13.50; Pressboard binding, \$11.00.

MILTON'S BLINDNESS

By ELEANOR GERTRUDE BROWN

"This study of Milton's blindness and of the way in which the difficulty with his eyesight affected the poet's imagery is one of the most interesting scholarly treatises the present reviewer has seen. This may be due to the fact that the book is a very human document. The author has been blind since very early childhood. She draws, therefore, upon her own knowledge and experience. She has a unique approach to her subject." Eda Lou Walton, New York Times Book Review. (One of the *Columbia University Studies in English and Comparative Literature*; \$3)

COLUMBIA UNIVERSITY PRESS
2960 Broadway, N. Y. C.

NEW BRAILLE SLATE

A greatly improved braille desk slate is now available. The guide, an adaptation of the Perkins four-line, twenty-seven-cell aluminum pocket guide, is fitted to a board that combines the advantages of lightness and durability. A device that effectively prevents slipping holds the paper in place at the top. The board is seven guides (twenty-eight lines) in length and uses a sheet of paper twelve inches long and eight inches wide, so that the usual large sheet twenty-four inches square can be cut without waste. A shorter board, accommodating twenty-four lines, is available for use in classes of small children. The combined weight of board and guide is twelve ounces. This slate is sold at the cost of production and can be secured from the Maryland Workshop for the Blind, 601 North Fulton Avenue, Baltimore, Maryland.

RECENT HAND-COPIED BOOKS

The following hand-copied books have recently been added to the braille department of the Seattle Public Library:

Bacheller, Irving, *Master of Chaos* (5 vols.)

"Do People Get on Your Nerves?" From the *American Magazine*, October, 1925.

Draper, Muriel, *Music at Midnight* (5 vols.)

Flandrau, Charles M., *Viva Mexico!* (4 vols.)

Galsworthy, John, *In Chancery* (8 vols.)

Oppenheim, E. Phillips, *Thirteenth Card, Dean's Daughter* (1 vol.)

Rosman, Alice Grant, *The Window* (6 vols.)

BOOKS FOR THE BLIND
GIVEN AWAY

The Carnegie Library of Pittsburgh finds it necessary to dispose of its collection of American Braille and New York Point Books. Blind readers who desire gifts of books in these types should communicate with the Division for the Blind of that Library.

RUSSIAN BRAILLE

The Community Workers of the New York Guild for the Jewish Blind announce that they have added to their braille library some books in Russian. Anyone who wishes to borrow these is requested to get in touch with Mrs. Morris Marx, Executive Secretary, 172 East 96th Street, New York City. Should there be sufficient demand for this Russian literature, efforts will be made to increase the volumes available.

SHELTERED WORKSHOPS
AND THE NRA

(Continued from page 114)

Recovery Administration insignia and such other action as may seem advisable.

This order shall not become effective for a period of thirty (30) days in order that consideration may be given to the objections thereto, if any, of interested parties. At the expiration of such period this Order shall become effective unless I, by my further order, otherwise determine.

(Signed) HUGH S. JOHNSON,
Administrator for Industrial Recovery.
Washington, D. C., March 3, 1934.

FORM OF BEQUEST

I give and bequeath to the American Foundation for the Blind, Inc.
125 East Forty-sixth Street, New York, N. Y., the sum
of _____ Dollars
for the general use of said corporation.

(Signature)

(Address)

OUR CONTRIBUTORS

MRS. LENA BIXLER is an Instructor in Primary Education, Teachers College, Temple University, and has been supervising practice teaching in the primary grades of the Institution for the Instruction of the Blind at Overbrook.

O. H. BURRITT, D. Sc., is Principal of the Pennsylvania Institution for the Instruction of the Blind at Overbrook.

SAMUEL P. HAYES, PH.D., is Consulting Psychologist for the American Foundation for the Blind, and Professor of Psychology at Mt. Holyoke College. He has, for some years, been Director of Psychological Research at the Pennsylvania Institution and Perkins Institution.

MARGARET TYLER PAUL (Mrs. Samuel Hollingsworth Paul) is Director of the Philadelphia School of Occupational Therapy.

KENNETH L. M. PRAY is Dean of the Pennsylvania School of Social Work.

HOW TO TEACH ADULTS
REVISED BRAILLE

By DIANA HIRSCHLER

A guide for the use of seeing friends who are helping blind beginners to learn braille.

May be obtained from Diana Hirschler,
Room 1154, 125 E. 46th St., New York

PETER J. SALMON, Business Manager for the Industrial Home for the Blind in Brooklyn, is also Chairman of the A.A.W.B. Committee on Workshops.

S. MERVYN SINCLAIR was for several years a member of the Pennsylvania State Council for the Blind, and, since 1929, has been its Executive Director.

S. C. SWIFT, Chief Librarian of the Canadian National Institute for the Blind, is well known to our readers.

E. STAGG WHITIN, PH.D., is Chairman of the Executive Council of the National Committee on Prisons and Prison Labor.

AMERICAN FOUNDATION FOR THE BLIND, Inc.

125 East 46th Street, New York, N. Y.

- I wish to become a
- ☐ Professional*\$ 2 per annum

☐ Contributing 10 per annum

☐ Associate 25 per annum

☐ Sustaining 50 per annum

☐ Patron 100 per annum

☐ Life 1000
- member of the Foundation

paying per annum.

Name

Business Address

.....

Residence Address

..... Date.....

* Must be actively engaged in or connected with work for the blind.

PUBLICATIONS

OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

EDUCATION

ADAPTATION OF EDUCATIONAL TESTS FOR USE WITH BLIND PUPILS

By Kathryn E. Maxfield..... 75c

THE BLIND CHILD AND HIS READING—A Handbook for Teachers of Primary Braille Reading

By Kathryn E. Maxfield.....\$1.75

THE BLIND CHILD IN THE WORLD OF NATURE—A Report of a Nature Study Project

By Dorothy Dean Sheldon..... Free

THE DALTON LABORATORY PLAN IN A SCHOOL FOR THE BLIND

By Helen Parkhurst and J. M. Ritchie.. Free

THE DEPARTMENT OF SPECIAL STUDIES

By Frieda Kiefer Merry, Ph.D...... Free

FROM HOMER TO HELEN KELLER

By R. S. French, Ph.D......\$2.25

GENERAL SCIENCE—A One-Year Course of Study Adapted for Use in Schools for the Blind

Compiled by the General Science Committee 50c

PRESENT STATUS OF INSTRUCTION IN PRIMARY READING IN RESIDENTIAL AND DAY SCHOOL CLASSES FOR THE BLIND

By Kathryn E. Maxfield..... 25c

READING LISTS ON PHASES OF THE EDUCATION AND PSYCHOLOGY OF THE BLIND

Compiled by Helga Lende..... Free

SUGGESTIONS FOR MOTIVATING PRIMARY BRAILLE READING

By Frieda Kiefer Merry, Ph.D...... 25c

TOUCH READING OF THE BLIND

By Karl Bürklen. Translated by Frieda Kiefer Merry, Ph.D......\$2.00

HOME TEACHING

CASE-WORK PRINCIPLES IN WORK FOR THE BLIND. A Symposium (Reprinted from the *Outlook for the Blind*)

By Helen P. Kempton, Ethel L. Harvey, Mary Virginia Miller, Calvin S. Glover, and Eva B. Palmer..... 25c

HOME TEACHERS—SIGHTLESS OR SEEING? A Symposium (Reprinted from the *Outlook for the Blind*)

By O. H. Burritt, D.Sc., Murray B. Allen, and A. Siddall..... 25c

VOCATIONS

BLIND DICTAPHONE OPERATORS AND TYPISTS IN THE UNITED STATES AND CANADA

Compiled by Charles B. Hayes..... Free

INSURANCE UNDERWRITING—A Study of the Business in Its Relation to Blind Agents

By Lela T. Brown..... 50c

OSTEOPATHY—Opportunities for the Blind in Training and Practice

By Lela T. Brown..... 50c

PROFESSIONAL WRITING—Opportunity for the Blind in Journalism and Allied Fields

By Gordon Lathrop..... 50c

STAND CONCESSIONS—As Operated by the Blind in the United States and Canada

By Lela T. Brown..... 50c

LEGISLATION

BLIND RELIEF LAWS: THEIR THEORY AND PRACTICE

By Robert B. Irwin and Evelyn C. McKay
Paper \$1.00; cloth \$1.50

LAWS GOVERNING STATE COMMISSIONS AND DEPARTMENTS FOR THE BLIND (Revised to January 1, 1932)

Compiled by Evelyn C. McKay.....\$1.00

PERIODICALS

OUTLOOK FOR THE BLIND—A Professional Magazine for workers for the blind. Issued five times a year

Ink-print edition 50c a copy; \$2.00 a year
Braille edition (slightly abridged)
20c a copy; 40c a year

THE TEACHERS FORUM—For Instructors of Blind Children (Ink-print and braille)

Issued five times a year, 20c a copy; \$1.00 a year

GENERAL

DIRECTORY OF ACTIVITIES FOR THE BLIND IN THE UNITED STATES AND CANADA—1932 edition

Compiled by Lotta S. Rand.....\$2.15

DIRECTORY OF PERIODICALS OF SPECIAL INTEREST TO THE BLIND

Compiled by Helga Lende..... 25c

PROCEEDINGS OF THE WORLD CONFERENCE ON WORK FOR THE BLIND

.....\$5.00

THROUGH BLIND EYES

By Maurice de La Sizeranne. Translated by F. Park Lewis, M.D. (Distributed but not published by the Foundation).....\$1.35

Prices include postage

AMERICAN FOUNDATION FOR THE BLIND, INC. 125 E. 46 ST., N. Y. C.

OUTLOOK FOR THE BLIND

OCTOBER, 1934

VOLUME XXVIII

NUMBER 4

Published by the

AMERICAN FOUNDATION FOR THE BLIND

PRE-VOCATIONAL WORK IN CLASSES FOR THE BLIND

By DOROTHY F. HALFACRE

THE craftwork of the elementary child, handicapped by blindness, should be educational, not purely vocational, in nature. It should train muscles toward co-ordination and help to establish confidence and self-respect within the child. Each subject in the curriculum of the handicapped, whether it be academic, musical, or a manual craft, should train toward the same goal as that set for the normal child. In the Classes for the Blind of the Los Angeles Public Schools, the handwork is comparable, in most instances, to the work of the seeing pupil. Though suggestions and help may be given by the instructor, it is thought better to make substitutions for more difficult tasks in order that the child may complete his work as nearly unaided as possible. The purpose of this paper is to explain a few of the crafts successfully accomplished and the deviations in method found necessary in teaching them to handicapped children.

One of the most satisfactory craft mediums used is clay. This is a craft that may be executed with a minimum amount

of assistance from the instructor. It is an excellent craft for beginners, though it has the added advantage of being interesting to children of all ages. They experience no difficulty in mixing the material from the dry to the plastic state; in fact, this is usually a much coveted task.

There are several different processes in modeling. The most common is that of forming coils and building them up on a base, each coil being well worked into the preceding one. It will be necessary for the child to work very patiently in order that no cracks be left to ruin the article in firing.

A second process is especially fine for making tiles or the square-angled modernistic ware. Patterns may be cut by the instructor. These are placed on the clay which has been rolled out like pastry. If a table knife is used for the cutting, danger is eliminated. These pieces are cemented together with "slip," a clay mixed to glue-like consistency.

Again, a potter's wheel may be used. The clay is thrown into the center of the wheel

and the speed regulated to suit the convenience of the child. If a hollow vessel is desired, the clay is shaped into a cone and then pressed down from the apex with the thumbs. Gradually the mass will take shape. The young workman sometimes acquires no small amount of skill.

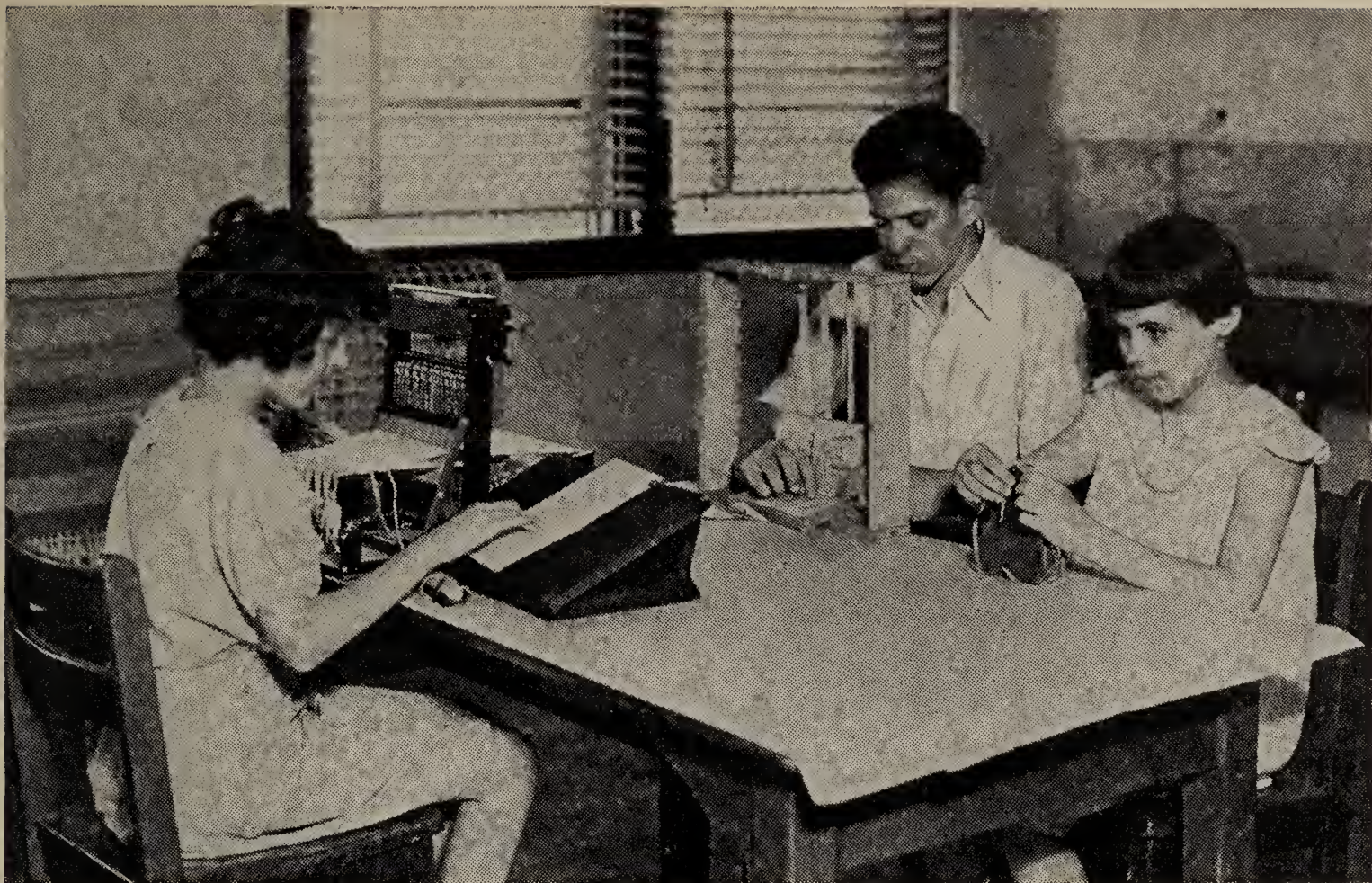
A fourth method of modeling is in the use of molds. These are made by shaping an object of solid clay. That is, if a vase is to be made, no hollow is left. A framework of boards is placed around it, leaving a space of about two inches on all sides. This is filled with plaster of Paris. When dry the clay will crack away and a mold be left that may be used indefinitely. This may be done by the instructor, though a capable child could do it. When the mold is ready for use, a crock of clay should be mixed to the consistency of rich cream. This must be strained through a very fine mesh or cloth. The cavity of the mold is filled entirely with this thin slip. It is allowed to stand three or four minutes, and then the clay that has not adhered to the plaster sides of the mold is poured off. This leaves a perfect dish or vase clinging to the inside. When nearly dry this will crack away. In drying it reaches a "leathery" state and should be smoothed with a slightly damp sponge or piece of cotton. When thoroughly dry, it is ready for the kiln. Some of the most delicate of wares can be made by this method of casting. Children as young as ten years can follow these processes with little difficulty.

Clay-modeling is an excellent muscle and finger trainer and is especially good for the child with co-ordinative deficiencies. There is some possibility of widening the child's conception of the form of large objects if he is assisted in constructing them in miniature. It is better to use such work only for its immediate educational value since the result is often somewhat grotesque and unnatural.

No matter what the age, a boy is happy when given nails, hammer, and saw. A class of small boys, averaging in age from five to eight years, had seemed particularly helpless, but they turned into enthusiastic carpenters when given some old boxes to tear apart and reshape into a wheelbarrow. A ruler notched at inch and half-inch intervals was used for measuring. The sawing and hammering were done without casualty. In order that each might learn the different types of tools, they were often interchanged. For several reasons, it is well with little children to use salvaged boxes. A mistake with a saw and hammer will not mean a calamity. The work of tearing apart, pulling nails, and planning with the material available is a valuable experience. To achieve an end they themselves have planned is desirable since they must pass through situations similar to those met in more adult life. Many articles may be made of otherwise useless wood. Among these might be mentioned dollhouses, furniture, birdhouses, and boats.

In painting the finished article, the blind child must learn to work slowly, using the flat of the brush and wiping it on the side of the can before each stroke. By beginning to paint from the bottom of the object, he has a dry place to hold until the last. He has also a good idea of the surface to be covered, and the paint will not drip on his fingers. If these directions be followed, he soon learns to paint without smearing himself any more than would be expected of any small child. He also learns to be proud of the fact that he got very little on his hands and none on his clothes.

Cardboard boxes may be utilized in much the same manner. They now are found in so many interesting shapes and sizes that many things attractive to a child may be made. Shoe boxes make excellent cars for trains, with the round cereal boxes for tank cars and engine boilers. Button-



A Child of Ten Using a Four-harness Loom

mold wheels, attached with paper-fasteners, turn quite realistically. Such a toy a child makes for himself is always prized above all others. Little girls may make cradles, doll beds, furniture for the dollhouse, work-boxes, and innumerable other articles. If these are shellacked both before and after painting, added strength will be given. Calcimine is a satisfactory method of painting cardboard. It comes in good colors, is economical, and has the advantage of being soluble in water.

Basketry is easily mastered by blind children. Though interesting articles may be made, it is not a favorite craft with them. Triple weave is quite simple if the left hand is slipped along each time with the weaving, keeping the location of the right-hand weaver. More difficult weaves and borders may be facilitated by placing a rubber band or thread about the initial spoke. One of the best books on the subject, *The Basketry Book*, is printed in braille. Very comprehensive instructions are given for the entire construction of

baskets. Successful basketry seems to be a matter of deftness rather than sight.

Weaving has been done by the blind for many years. It is possible for children of nine or ten years to use a four-harness pattern loom. The formula for levers should be written in braille and thumb-tacked within easy reach of the right hand. A loop of paper around the direction card may be slipped up and down, keeping the place. Pattern-weaving needs two shuttles and might prove confusing. However, two different weights of thread should be used, a light for the "tabby" and a heavier for the pattern. Two different types of material, such as rough and smooth, could be used when a change in the quality of the textile is desired. The child can do a great deal toward stringing the thread on the loom. This is not only good training, but relieves a long and tedious task.

In the accompanying illustration a child of ten is using the "honey-suckle" pattern on a four-harness loom. The same children work on the rug loom with comparative

ease. It is a little too heavy for small girls but ideal work for the larger boys. A little trick of overlapping the ends of rag strips, cutting a slit through both, and pulling one end through, eliminates the bother of sewing the rags. Next to clay-modeling, weaving is the most satisfactory craft for the handicapped child.

Beads are always attractive to children. It is not advisable to use small ones or any kind with small holes. Larger ones may be found in various colors, both in porcelain and wood. They may be combined with the basketry or used alone. Porcelain beads make attractive hot-dish mats like those found in the shops. Wooden beads also may be made into mats to place under flower-pots. The pattern is written in braille. A bead on a string secured to the side of the directions may be pushed down to keep the place as each row is finished. Confusion may be further relieved by placing the various colors in containers of different shapes.

If given a choice, children will usually name leather-work as their favorite craft. Since leather is a comparatively expensive material, it is advisable to allow only the more experienced children to use it.

Though tooling must of necessity be omitted, substitutions can be used. A set of patterns may be made on linoleum blocks, the same as used in block printing. These should fit such standard-sized articles as bill-folds or coin purses. They may be used over and over. The leather is dampened as for tooling. Then the pattern and leather together are placed in a vise. This leaves the pattern on the leather and gives much the same effect as tooling. Careful dyeing does much toward enhancing the beauty and value of the article. Dyes used for cloth are successful for leather. They must be made in concentrated solution, using a pint of water to a package of dye. Seal-brown, sky-blue, and hunter's-green

are some of the most successful. Aniline dyes are excellent, though they are not as simple for children's use. Colored inks are good for dyeing small objects. If the leather is evenly damp and the dye applied with a piece of cotton in circular motion, the child should experience no trouble. Waxing follows when the leather is dry.

Much of the beauty of leather depends upon careful lacing. Many of our children have been adept in the difficult, knotted lacing found on commercial articles. If, instead of the revolving punch, a small flat one is used, a much better effect is made in the appearance of the lacing. This punch should cut a slit of about one-eighth inch. Plain over-and-over lacing may be used also. This, too, looks better with the slit holes. A small instrument that holds a razor blade in rigid position may be purchased. With this, lacings can be cut and split from a circular piece of leather, several yards being cut from a six-inch circle. However, today excellent lacing may be bought by the yard at a very reasonable price. This is being used almost entirely by leather-craft workers. The small apparatus to attach snap fasteners is easily mastered by blind children. There seems to be no end to the different types of articles it is possible to make. Some children have at their own request made wallets, using the two-needle "shoemaker" stitch, something even adults find difficult.

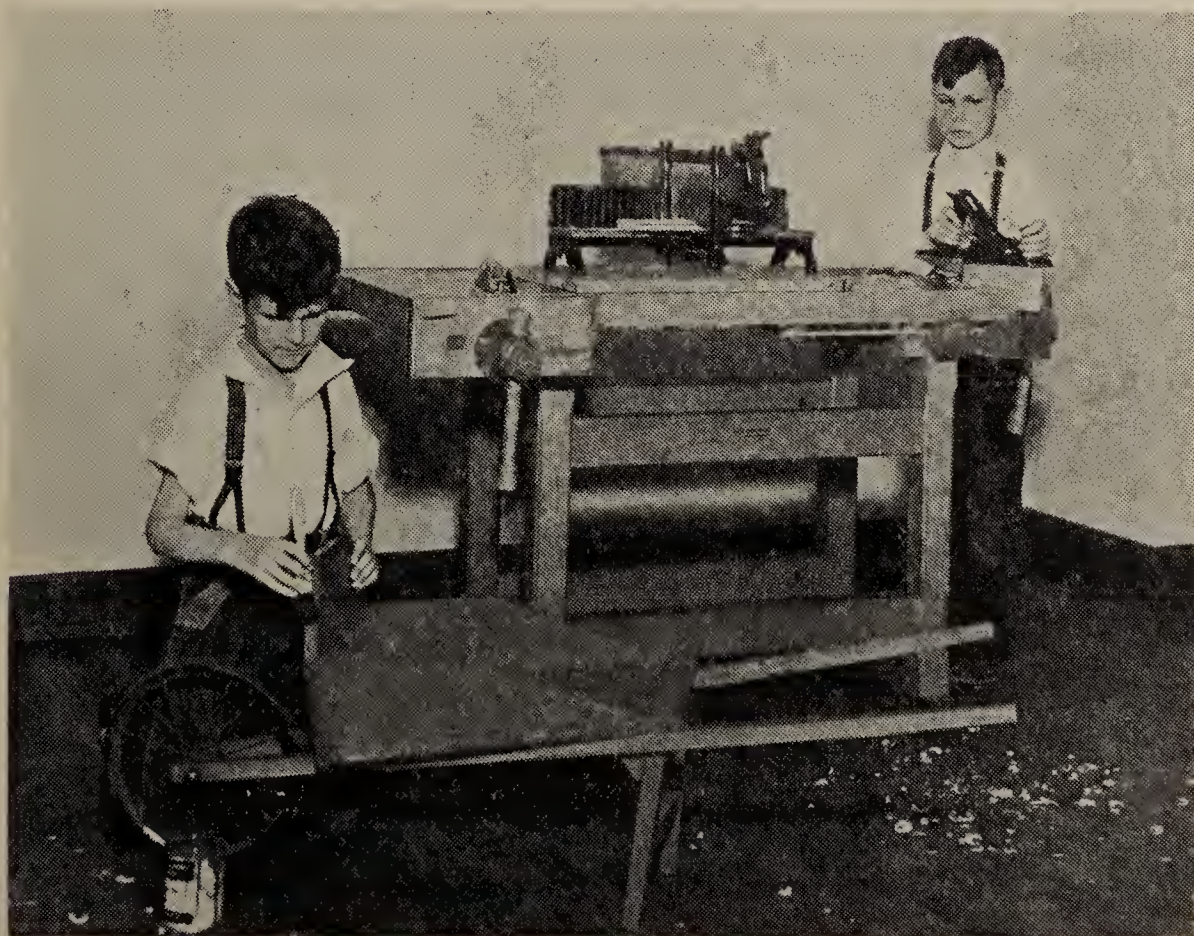
The older children, particularly the boys, have enjoyed bookbinding. Sometimes old books, such as scout-manuals, have been rebound. At other times new ones have been made for gifts, such as guestbooks, cook-books, and diaries. The latter were made by the girls. Braille paper to fit the standard slate was used. The methods used were the same as followed in any bookbinding. However, if braille paper is used, an extra thickness should be placed next to each leaf as in the binding of most braille books.

One feels close to the aim of reaching normal childhood for the blind when helping them compete in some actual task with seeing children. Among the blind pupils are many Boy and Girl Scouts. They take great pride in winning the Handwork Merits given by their organizations and receive recognition, not through sympathy, but because their work fulfills the requirements set for each member.

The benefits derived by the blind child from handcraft are many. Perhaps the most important, since they influence all others, are the co-ordinative adjustments and the highly valuable muscular development. Handwork does its part, too, in developing character. The natural growth of childhood includes the wish to construct and create. To fulfill these normal desires, the blind child must of necessity learn great patience. While assisting others in their work, selfish and poorly adjusted children often develop traits of generosity and kindness. Confidence in their own ability to compete with seeing pupils not only aids them in their elementary studies, but may

pave the way toward future vocational success. From confidence is bred self-respect, a quality as important in character building as muscular development is in physical growth. The manual crafts further widen the vision of handicapped children by enriching their experiences with concrete materials. They can better appreciate an article after attempting to construct a model of it. In no other way can they realize the skill and effort needed to accomplish the finished task. Formerly, the tools of education were restricted. The tendency in the past was to limit our children to books, giving them at best only vicarious experiences. Many children never considered the sources of such raw materials as lacquer, lumber, reed, and leather. Actual experience in handling and creating develops in these blind children a knowledge of the elements and an appreciation of the labor necessary to the finished product.

A strength of body, stronger character, and a broader vision; all these we are trying to develop in the Classes for the Handicapped in the Los Angeles Public Schools.



A Boy is Happy with Nails, Hammer and Saw

SCULPTURE FOR THE SIGHTLESS STUDENT

By JEAN F. MAW

AFTER teaching several blind students in a class in sculpture at the Roerich Museum for over a period of two years, Mr. Pietro Montana, noted New York sculptor, has come to the conclusion that sightless people should have equal opportunities with the sighted in the study of modeling. His experiments in teaching his blind pupils have shown him that if the sightless student is given time, if he is taught patiently and carefully, he is able to produce results that compare favorably with work done by sighted students. Nor does this mean necessarily that the instructor must stand over the pupil constantly, guiding his hand. The blind student of sculpture can be taught successfully in the same manner as is the sighted pupil; that is, he can work alone to advantage with only occasional supervision from the instructor.

The method through which Mr. Montana teaches his blind students has been worked out as a result of much thought and numerous careful experiments. Three years ago, when he was first asked to teach a sightless student sculpture, he spent considerable time in preparing a book which could be used as a means of giving the student some elementary idea of art. The book was made up of illustrations in bas-relief on one page, and on the opposite page, in

braille, explanations of the illustrations. Starting with the very elementary fundamentals of technique, it grew more advanced, thus giving the student a fairly wide background of knowledge before he undertook any actual work of his own. Unfortunately, however, the process of making the plates for the illustrations was so costly that it was found to be impracticable to publish the work.

However, in continuing his efforts toward working out some practical means through which he could adequately teach sculpture to sightless students, Mr. Montana has incorporated the principles upon which his book was developed into his actual teaching. Using various figures in bas-relief, such as animals of various kinds, heads, leaves, etc., he presents them to his students for study in order that they may familiarize themselves with different forms. This they do by repeatedly going over the models with their fingers until they have a rather thorough conception of the figure as a whole.

When this orientation has taken place, the student is ready to begin modeling for himself. He starts out on very simple objects, preferably something with a symmetrical design. The advantage of emphasizing symmetry lies in the fact that the pupil need not depend



Copy of Antique by a Sightless Student

upon guesswork to any great extent but can help himself materially by measuring distances with great care and exactitude. Thus, when one pupil was presented with a simple, symmetrical leaf to model, she was able to reproduce it accurately by transferring the measurements of the original to her own model by using her fingers as one would use a compass. She then made the first sketch of the figure to be modeled by placing short sticks in the clay at measured guiding points. It was a fairly simple matter to follow this outline in making the reproduction of the leaf.

As the pupil becomes more and more accustomed to the use of the clay, and as the symmetrical designs grow easier for him to execute, gradually more complicated models are given to him to copy. He goes from the symmetrical to the unsymmetrical in such fragments as eyes, hands, feet, etc. Copying such objects requires an understanding of form, and it usually takes more time for the pupil to complete these models. However, if he applies himself with intelligent concentration, the more complicated figures will prove to be very successful.

Such a method of teaching, that of carrying the sightless student patiently and carefully through the whole process of art, necessarily requires a good deal of time. Results cannot be gained in a week or a month, but, as with sighted students, time must be allowed for proper development. In summing up the results obtained from such a period of training, the teacher of sculpture will find that sightless students can, with a high degree of accuracy, copy faithfully models set before them. Mr. Montana's pupils have successfully executed models varying between the simplicity of a leaf in bas-relief to the highly complicated structures of a foot or a head in relief. Nor is modeling from life beyond the ability of sightless students. In an experiment with his pupils, Mr. Montana found



Study from Life by a Blind Student

that they were amazingly successful in modeling a rabbit after studying the live animal very carefully. It is more difficult for them to execute such a study, but the results gained proved that it could be done.

The value of such work to the blind student, according to Mr. Montana, lies not so much in the actual quality of the achievement, in whether it is a good or bad reproduction, but in the practical knowledge derived through executing these studies. This aspect is often overlooked in considering the value of the study of sculpture for the sightless student. Through modeling, he gains a sense of form and proportion that cannot be gained otherwise. It is not always enough to study objects merely through touch if an accurate and lasting picture is to be obtained. If, however, the student is faced with the task of reproducing models, he is forced to familiarize himself more thoroughly with the subject, whether it be an animal, bird, tree, or model of architecture, and thus he visualizes forms more truly and adequately. Modeling is intrinsically valuable to him not only as a means through which he can seek enjoyment or escape the material things of life, but also as an educational channel through which he can gain a significant knowledge of culture, thus broadening his world and making for himself a fuller and richer life.

SUCCESS NOTES

EVERY day new stories come to the American Foundation for the Blind of sightless people who are succeeding in the business and educational world. It gives us great pleasure to publish a few of these stories here in order that our readers may also know what is being done.

ROD MACDONALD

Rod Macdonald, a young man without sight since birth, has been successfully conducting his own eleven-piece orchestra in Dollar Bay, Michigan. He, himself, plays the piano, trombone, saxophone, organ, and violin.



Rod MacDonald

After graduating from the Michigan School for the Blind at Lansing and spending two years at the University of Michigan, he played in a Milwaukee orchestra as pianist. Later he organized his own dance orchestra, which, in normal times, has engagements practically every night. He arranges every musical number which is played by the orchestra, and, in addition, composes rather extensively. He has a sense of absolute pitch and is able to acquire his instrumental parts by ear.

When he is not engaged with his orchestra, Mr. Macdonald does specialty and novelty numbers at dinners, special programs, and other social gatherings. He also has a wide reputation as an exceptional accompanist.

LILIAN RIPLEY

Miss Lilian Ripley, who has been for the past five years a student at the Royal Normal College for the Blind in Upper Norwood, England, recently passed the Fellowship examination of the Royal College of Organists. She is the second blind girl to pass this examination, the first having been a student of the college thirty years ago.

Miss Ripley, who is twenty-one years old and has been blind since birth, has demonstrated an unusual musical talent. In January of last year, she took the examination of the Associateship of the Royal College; in April, she passed the L.R.A.M. examination; and at the Normal College, because of the wide extent of her well worked-out repertoire, won the Alfred Hollins Organ Prize, which was established by Dr. Alfred Hollins, Organist of the United Free St. George Church, Edinburgh, Scotland.

MRS. JOSEPHINE ENEVER

Mrs. Josephine Enever, teacher of braille at the Cleveland Society for the Blind, is also an efficient and skilful switchboard operator. About a year ago Mrs. Enever began to learn the intricacies of the switchboard, and now she handles incoming calls, makes outgoing ones, and gives out information with an accurate, gentle precision that is very notable.

The board used is of the cordless type with six trunk lines and twelve stations; this means about fifty-five keys are before the operator. The signal for a call is the dropping of a shutter with its accompanying buzz. There are two rows of shutters, one vertical, the other horizontal, for different signaling. The glass that usually covers the shutters has been removed so that instead of seeing which shutter has fallen, Mrs. Enever feels with her hands. The listening keys for the trunk lines are in white, for the stations, in red. A small hole cut into the top of the red keys differentiates them for the operator's fingers.

When it is necessary to take down information over the telephone, a small

braille writer is used. At her convenience, Mrs. Enever transcribes the messages into typewritten notes. Her telephone book, literally at her finger tips, is a card file of names, addresses, and telephone numbers all in braille.

The secret of operating a dial telephone quickly and efficiently, so Mrs. Enever found, is to learn the arrangement of the alphabet and the numbers on the ten holes of the dial. Once this material is memorized, the operation of a dial telephone is very simple, and a blind person may do it as well as a seeing person.

Handling the switchboard at the Cleveland Society for the Blind is an extremely important job because of the large number of orders for articles made by blind people received over the telephone. In addition, the switchboard is the center of social and educational activities for 850 blind persons in Cleveland.

Recently Mrs. Enever taught a sighted girl to operate the board and noted that, even with the advantage of sight, the girl had the same difficulties in mastering the board that she had experienced.



Mrs. Enever Operates a Cordless Switchboard

CLIFFORD WITCHER

Clifford Witcher, of Atlanta, Georgia, received the Phi Kappa Phi Scholarship Cup, the highest scholastic award given at the Georgia School of Technology, last June for having attained the highest average in the senior class. Since his matriculation at the school four years ago, Mr. Witcher has made the honor roll every semester, and at the end of his freshman year, he was awarded the Phi Eta Sigma Scholarship Cup for the highest average in the class. At the end of his junior year, he received a gold "T" from Dr. M. L. Brittain. These honors are especially significant in view of the fact that it was with difficulty that the members of the faculty were persuaded to allow him to matriculate, as they feared he could not, on account of his lack of sight, take the necessary courses of the school.

ROBERT SPECTOR

Robert Spector, blind stationer of New York City, is a successful example of his own thesis that the fundamental difference between failure and success lies in the mental attitude of the individual. Less than two months after he had become totally blind in 1927, he started up a business of his own on the theory that although he had lost his sight, he was still a useful member of society and could take care of his wife and family if he tried.

Before becoming blind, Mr. Spector had had considerable experience as a salesman. Starting out from house-to-house selling with the Fuller Brush Company, he worked up to a position where he was training other men to sell. Later he became Metropolitan Sales Manager for a large office appliance company, his duties with this company also including the training of salesmen. With this background of selling experience standing him in good stead, he

began his own stationery business after losing his sight, specializing in sale of paper-fastening items, such as clips, pins, stapling machines, brass fasteners, etc., and concentrating his selling activities in the down-town financial section of New York City. Although the competition in this part of town is very keen, Mr. Spector has built up a large and thriving business. He does all of the selling for his company himself. At least five days a week he can be found, accompanied by the guide whom he invariably uses, making his rounds of the large offices, building up invaluable personal contacts. Even though his business is now firmly established and a great many of his orders are made over the telephone, Mr. Spector continues his practice of personal selling.

Among his clients are some of the biggest firms in the United States, nationally known banks, insurance companies, steamship lines, etc. In the last few years, he has enlarged the scope of his activities, shipping merchandise to all parts of the world. He is assisted in his business by his brother who acts as office manager.

The greatest difficulty Mr. Spector has found in selling to seeing people is that of overcoming their attitude toward him. At first they are generally ill at ease because of their inexperience with blind people. His chief problem rests in the fact that he must convince them that he is selling articles of merit and that he is not asking for charity or help merely because he is physically handicapped.

Outside of business hours, Mr. Spector's time is taken up with his family—his wife and his two young sons. He enjoys reading and going to the theater, but his chief recreation consists of playing contract bridge. This is a field, he thinks, which is a rich source of pleasure for those without sight but one which is made use of to the fullest all too rarely.

A BLIND ENGINEER

IT IS rare indeed that one hears of a sightless person engaging in the profession of an engineer. Monsieur René Roy, a young Frenchman who was blinded in the World War, is an outstanding example of one who has successfully surmounted many of the obstacles associated with this line of work. A student at the *École Polytechnique* at the outbreak of the War, he left school and joined the army. Naturally, when a piece of flying shell destroyed his sight and, at the same time, his military usefulness to his country, his first thought was to return and take up his studies once more. After training in one of the re-education centers established throughout France for the war-blind, he finally returned to the *École Polytechnique*. There he undertook, in spite of his handicap, the study of higher mathematics and various scientific subjects. In the following excerpt from an article published in the *Revue des Deux Mondes*, March 15, 1931, under the title, "Les Yeux Clos," M. Roy tells how he finally reconciled his handicap with the actual practice of an engineer's career.

"Although it seemed relatively easy to handle the courses offered by a school of an exclusively scientific character, such as the *École Polytechnique*, it was a much more difficult task to choose a profession; and carrying on the career of an engineer seemed, in the first place, completely incompatible with my situation.

"Certainly I had never had any idea of actually doing the work of a true engineer, the direction of shops and building operations that required sight. However, my conversations with a number of friends inclined me to believe that certain positions, by reason of their administrative character,

would not be beyond my ability. My scientific knowledge, my acquaintance with the meaning and use of the language of engineers gave me a certain amount of confidence in trying to obtain one of these positions. A profession! Was this not the great problem to decide, the supreme end and the purpose ardently pursued through all my efforts?

"My probation term spent in the provinces between my two years at the *École des Ponts et Chaussées* did a great deal to clarify the nature of the duties that I would be able to discharge in the future. Wishing to spend the summer at the seashore, I was able to obtain a position under the chief engineer of the *Côtes-du-Nord*, and it was thus that I happened to establish myself for two months at a small beach near Saint-Brieuc. The department managed a rather large network of local railroads, the bill of costs of which had to be revised following the financial consequences of the War. I was charged with effecting this disbursement. It was, in reality, nothing more nor less than office work which required, nevertheless, a sufficient knowledge of the technique of railroads and corresponded very well to my case in particular. I was successful in executing this work without too much difficulty.

"Profiting by this experience, I was able, upon leaving the *École des Ponts et Chaussées*, to assume control of certain local railroads and work under the Minister of Public Works. With time, I adapted myself to the necessities of my profession, and the method which I followed permitted me to deal easily with the affairs that were confided to me.

"... It is nine o'clock; my secretary is

seated at my side, and the papers are spread over the desk. It is a question of an agreement between a department or a commune and a company which wants a concession for a network of tramways or railroads. The contract and the annexed texts are read to me. Installed before my small braille typewriter, I take notes and soon am in possession of the documents, on which I am able to exercise my intelligence and even to proceed with the exact calculation of the formulas for the discussion of exploitation. Some days afterward, when the different questions are assimilated and revolved in my mind, I shall dictate my report to the stenographer for the Ministry. Is it necessary to know the lay-out of the railways or the direction of the omnibus routes in order to obtain a full knowledge of the subject before coming to any conclusion? When this is necessary, I use relief maps and sketches made by a collaborator. And as to conferences or to correspondence frequently indispensable in the examination of certain agreements, that is a field in which I can compete as an equal with my opponents.

"In 1929, I was given a chair as assistant professor in the *École des Ponts et Chaussées*, where, some years previously, I had myself been a student. Therefore, it was not without emotion that, armed with my notes in braille, I faced a class of students for the first time. In a short time, however, I acquired enough assurance to lecture without written notes, resorting only to sketches and figures which I had had placed upon the walls.

"My adaptation to the demands of teaching is not astonishing. M. Villey had done this work even before the War, and his erudite work on Montaigne is too well known to spend time discussing it here. Since then, Captain Antoine, blinded during the War, has come to occupy a chair of mathematics on the faculty of Rennes and thus pursues the career he had chosen for himself before his disability.

"In his case, a particular difficulty presents itself inasmuch as in his teaching, a simple, verbal explanation is often insufficient. It has been necessary for him to familiarize himself with writing equations on the blackboard. In meeting this problem, he makes use of small pegs which enable him to keep his position and which prevent the overlapping of consecutive lines. For my part, I have learned to trace a few characters in chalk without experiencing any serious difficulty.

"The example of Captain Antoine is far from being unique. Many faculties of high schools and colleges count war-blinded men among members of the teaching staff. There are, also, many tutors who have taken classes and, with the help of their wives, carry on this same profession. I do not speak of lawyers. The cases of M. Marcel Bloch, blind since birth, and of M. Georges Scapini, Deputy from Paris, have become familiar to all those who are interested in the world of the blind. Outstanding, also, is the case of M. Lemordant who, by sheer force of energy, after losing all contact with the harmonious world of colors, again found consolation in being an artist."

A CAREER IN SOCIAL WORK

MISS C. MARION KOHN, who was appointed Supervisor of Pensions for the Blind of the County of Philadelphia in May, has for many years been prominent as a social worker in the environs of Philadelphia. Her long career has been one of considerable achievement and has always been characterized by the one word, *service*. Miss Kohn has written a short sketch of her life which appears below.

“Upon graduation from Overbrook, Mr. Edward Allen and our Board of Directors permitted me to attend Neff College. At that time, it was the belief that upon graduation I should teach literature. The two following years at Neff were taught with great happiness. The contact with a new group of young men and women, the valuable educational theories of Neff College, together with opportunities which Overbrook gave me to return to the School, made that time outstanding.

“At the completion of my course, Mr. Allen offered me a position in New Mexico, an offer which I declined as my family was reluctant to have me go so far from home. My youth and enthusiasm for pioneering made this regrettable to me. Youth feels that it has worlds to conquer, and I counted the next few months wherein I did not have any definite work to do, as months which were depressing.

“It so happened that the University of Pennsylvania was conducting a short course in the theory of social work and its practical application. I took this course, not knowing that I was soon to enter the field professionally. It was not long, however, before I was convinced that professional social work was what I most desired.

“Some time later a Home, under the supervision of the Council of Jewish Women, was partly burned by a group of restless girls who had been committed there by court. These girls were moved to temporary quarters in a house which afforded little convenience. The Home was seeking a worker, and I was suggested for the position. For several months I was employed as House Mother, and then, as Superintendent. The girls attended public school and shared in the life of the community, thereby facilitating their adjustment when they returned to their own homes or when other plans were made with them. In reflection, no period of my work-life seems more replete with accomplishment.

“At the end of three years, I wished to study the environment from which these girls had come and to bend my energies to preventive, rather than curative work. It was for that reason that I accepted a position at the Neighborhood Centre, a valued settlement in Southeast Philadelphia. At first I acted as Club and class director, and, a short time thereafter, secured the position as Director of its Day Nursery and Temporary Home.

“Our Temporary Home children came from families where mothers were away from home for short periods, or where children were sent for observation before other types of placement were made. In 1922, it was my privilege to aid the Board of Directors to close this Home, so that the children might be placed in private homes in accordance with modern child care practice.

“Our Nursery accepted children from one year to sixteen years of age. Admission

was based upon a careful study of the family and the reasonable assurance that the Nursery was the resource best fitted to meet its social needs. Physical, psychological, and psychiatric studies were made for purposes of understanding the child. Attempts were also made to gain insight into the mother's situation and, when she wished us to do so, to help her in coping with her problems.

“During two summers I directed a vacation home for working girls. This was an illuminating project, since it gave experience in sharing daily life with the wage-earning girl on her holiday.

“The work of the Temporary Home, Settlement, and Day Nursery combined in 1917, and I became Head Worker. This position had been offered to me in 1912, but at that time I had not felt ready to accept its responsibilities. Service in this position opened new vistas of endeavor.

“In 1922, we succeeded in interesting the Board of Education in conducting night classes in English for adults. These classes have continued through the summer as well as through the winter months. Many social organizations in the community had their initial experiences at the Neighborhood Centre.

“In 1924, we established the first Nurs-

ery School to be conducted in Philadelphia. We had a large number of volunteers as well as a staff of trained workers. The success of our work could not have been achieved without a forward thinking group of men and women who were ready to inaugurate projects which were later taken over by the community.

“I left Neighborhood Centre in 1925 to accept the position as executive of the Orphans' Guardians, an agency caring for widows and children in their own homes. This specialized work is valuable, both in keeping mothers and children together and in giving opportunity for studies of parental life and social education. A unique feature of the organization's work is the volunteer service which is given. A husband and wife, who are representative members of the community, are selected as guardians of each family. They act as big brother and sister and share the family responsibilities.

“On May 1, 1934, I accepted the position as Supervisor of Pensions for the Blind of the County of Philadelphia. This activity is under the supervision of the Mothers Assistance Fund.

“For some time past, I have been studying at the Pennsylvania School of Social Work, and graduated in June, 1934.”

A BLIND MAN'S KENNELS

By CHARLES F. BULLOCK

WHEN I was seven years old, a beautiful Newfoundland puppy was introduced into our household. Since that time there have been only short intervals when I have been without at least one dog. My taste has been quite cosmopolitan, for I have owned dogs of various breeds, ranging from a Boston terrier to a Scotch collie.

The person who becomes blind in mature life, especially if he has sufficient income for his support, finds it necessary to make more or less of a struggle to keep from being thrust aside into some quiet eddy where he leads a futile and tiresome existence. I had, therefore, been devoting considerable study to the task of finding an occupation for my leisure time. The idea of competing with the friends that I had made at the State Summer School for the Adult Blind did not appeal to me, for I knew that they depended on this work for at least a part of their livelihood. So when the kennel where we had purchased an English springer puppy was broken up, we purchased several of the dogs, and the Charltnjack Kennel was started. As I have written it here it seems very simple.

There are no insurmountable difficulties in the operation of a kennel by a blind man. Naturally, all correspondence must be read to me; but I do answer most of it. I am also unable to fill out the printed forms which are required by the American Kennel Club for the registration of the dogs. Then there is the matter of the daily cleaning of the runways. My brother is able to do this in less than half an hour, but I am sure it would take me at least half a day. Similarly with many other things, my brother

usually takes care of them, but if necessary, I do them myself. The descriptions of the color markings of the dogs which I send to prospective customers are, of necessity, secondhand.

The permanent equipment required for a kennel will vary greatly, both in character and cost, with the number and breed of dogs that one decides to keep. Also, there is very little standardized material, and kennels, even for the same breed in the same climate, will vary according to the ideas of the individual breeders. It is to be understood, therefore, that our equipment represents only our idea of what is necessary for the maximum safety and comfort of our dogs.

We started with a vacant lot which we surrounded with a heavy woven wire fence. On the rear of this lot we built a kennel house, two runway units, and two puppy runways. That part of the lot not occupied by these structures, we use as an exercise yard. As the lot is one hundred and eighty feet long and fifty feet wide, the dogs are able to obtain quite a run.

The kennel house is a frame structure eighteen feet square. It has a concrete floor and is lined throughout with plasterboard. One-half of it is divided by easily removable partition fences into five pens. The other half contains a stove which serves not only for the cooking of dog food, but also as a source of heat. This building is used for whelping and to provide living quarters for the very young puppies. The fact that the partitions inside the house may be removed makes it possible to subject them regularly to the sterilizing effect of fresh air and sun-

shine. This also renders the cleaning and disinfecting of the building much easier than it would otherwise be.

The runways are built in units, each unit being thirty-six feet long and eighteen feet wide. The fence surrounding the unit is six feet and eight inches high, consisting of a ten inch board at the bottom, four feet of wire and another ten inch board, then a sloping section of wire one foot in height. This last wire section slopes in to prevent the dogs from jumping out. The partition fences inside the runways are removable, making it possible to divide each unit into a maximum of four runways. The gates are also arranged so that the whole or any part of two units may be thrown together.

To prevent the dogs from coming in contact with any stray dogs, the runway units are built entirely inside of, and some distance away from, the boundary fence. This may seem like an unnecessary precaution, but just one experience with distemper would be enough to convince you that any preventive measure against disease is justifiable.

The puppy runways are simply sheds, six feet high and entirely open on the south side. They are sixteen feet long and nine feet in depth. The puppies are placed in these runways after their removal from the kennel house, and thus they get a maximum of fresh air and sunshine and at the same time are protected from rain, snow, and wind.

The "shelters," or sleeping quarters of the mature dogs, I think are unique with us. They are constructed on the principle of a double log cabin, except that the back of the open section is closed. By this construction the closed sleeping quarters on either end receive a maximum of protection from wind and draft. The open section provides a sunporch that is simply protection from the wind. As these shelters rest on platforms raised from the ground, they are dry

except for the moisture that is carried in on the coats of the dogs. For bedding, we use burlap mattress sacks stuffed with cedar shavings.

The approximate cost of the equipment that I have described was nine hundred dollars. This figure will, however, vary greatly in different localities. Even in our own case I feel that a replacement cost to-day would be at least 50 per cent higher because of the fact that we bought when the prices for both material and labor were at their lowest ebb.

The selection of breeding or foundation stock is an important and difficult problem. The principal source of income from a kennel is in the sale of puppies. It is much easier to sell at a high price a puppy that one can get enthusiastic about than it is to sell one at a low price that one has to apologize for. The cost of production is in both cases exactly the same. The pedigree, or background of the breeding stock, is, of course, important; but it is safer to choose them for what they have produced rather than for what has produced them.

The amount that can be expended for the foundation stock is almost unlimited. Individual dogs have been imported at prices as high as ten thousand dollars; on the other hand puppies have been bought for as low as ten dollars. However, if the course outlined in the preceding paragraph is followed, the cost of the individual dogs will probably be from fifty to three hundred dollars. At present we have eight mature dogs, and I would hesitate a long time before accepting two thousand dollars for the lot.

The operating expenses may be divided into three main heads: food, advertising, and sanitation and medical attention. There are, of course, some incidental expenses, such as: telegrams, express charges, shipping crates, collars, chains, leashes, and minor repairs to permanent equip-

ment; but while the total of these may be rather high for a year, they are not continuous expenses. Then too, there is the question of taxes which will depend entirely upon the location of the kennel.

There is not much information available on the cost of feeding a kennel dog. What I have been able to obtain indicates an average of \$1.70 per twenty-five pounds of dog per month. We have not been able to meet this figure, as our own costs are close to \$2.00. One reason that we are not able to do this is that we keep our dogs a little heavier than does the average kennel operator. The average figure given above is not to be taken as conclusive, yet it agrees fairly well with the average quoted prices of prepared dog food. These figures do not include any labor cost for preparation in the kennel.

There are no established terminal markets for dogs such as there are for most other forms of live stock, and this means that it is necessary to keep continuously in touch with prospective customers by means of advertising. We use the national sporting magazines as our principal medium and the dog magazines as a secondary medium. The dog shows are also an important means of securing publicity. We have not been established long enough for me to give any definite figures on cost, although I hope in time to be able to value the different means in terms of cost per sale.

The average figure for the cost of preventive and curative practices should cover a much longer time period than is available to me. The actual expenditures will be for disinfectant and cleaning materials. I be-

lieve that if the dogs are kept entirely free from external parasites, the greatest part of the battle against disease has been accomplished. This means that the labor cost of this item will be much higher than the actual expenditure of cash.

The cost of incidentals will naturally be at its highest for a short period of time after the establishing of any business. I realize that all of this is rather indefinite, but I believe that this item should be mentioned, although figures based only on my own experience would be misleading.

The keeping of records has been a slow and laborious task. Naturally I keep them in braille, and as I have been reading braille for three years and writing it for less than two, this part of the work has consumed a disproportionate amount of time. However, with the aid of a braille writer and by using braille shorthand I hope to be able to shorten the time considerably.

Last year I kept a rather sketchy record, but as this became more and more unsatisfactory, I started this year to make my records more complete and comprehensive. The system is not yet complete, but is gradually shaping up very satisfactorily. I keep

a chronological record with monthly footings of expense items, and allocate expenses and all outside items to their proper places in the records of the individual dogs.

A very important part of the kennel record will be the file of pedigrees and other background material. Although it requires a great amount of work to get this into braille, I believe that it is of enough importance to more than warrant the ex-



Mr. Bullock and Boghurst
Whoopie

penditure of time and labor. I believe that for intelligent breeding, the background is, in many cases, of more importance than the individual dogs themselves.

My technical training and professional work as a mechanical engineer have been of great assistance to me. They have given me a wide knowledge of materials, and the problems of design and construction have no terrors for me. So I have not only designed, but also directed the construction of all our equipment. This has resulted in no little savings in the first cost of our permanent equipment.

I have felt the lack of knowledge of foods and nutrition, but I have been able to overcome this to some extent by means of the radio. During the morning hours there are many excellent lectures on these subjects, and I have made it a point to listen to as many of these as possible. It has often amused me to conjecture as to the reaction of the speakers if they could know that their lectures were being used for the purpose of feeding dogs.

Some of the results of this study of foods might be of interest. For example, can you imagine a dog eating raw tomatoes, raw carrots (tops included), or, most improbable of all, alfalfa hay? I can assure you that he is not very keen about some of them. Yet all of these foods contain impor-

tant minerals and vitamins which are essential in balancing his diet, and he will eat them if they are properly prepared and concealed in food that he does like.

Measured financially, our kennel is not as yet a success. This has been due in part to general business conditions; in part to the fact that we have not been established very long; and perhaps to the fact that I become so attached to the puppies that I fail to make the sales arguments very convincing. However, this month is going to show a profit; and if we are able to sell the puppies that we now have, we shall show a small profit for the year, with the remaining nine months in which to accumulate a still larger profit.

We have had some measure of success at the bench shows, as no dog that we have entered has placed lower than second. This fact should settle the question as to the ability of a blind person to judge dogs, for I personally selected every representative that we entered.

In closing, I hope that I have been able to present the facts in sufficient detail in order to leave no doubt as to the feasibility of kennel operation by a blind person, and also to show that there is enough variety to the work, both mental and physical, to make it continuously and intensely interesting.



TOURING WITH A SCHOOL BAND

By LLOYD V. FUNCHESS

ONE fact that is recognized by educators over the country is that there is not enough personal contact being made between blind students and the public in general. Because of unavoidable circumstances, the students are forced to leave home and their local surroundings at an early age and get their education away from the situation where they might likely choose to earn their living. Some of them are away from home for the greater part of twelve years. During this period they lose contact with the boys and girls with whom they would otherwise have been educated, and when they return and begin to try to apply some of the knowledge they have learned while at school they are received, shall I say, coldly by the public. The public is not at fault. Therefore, it is up to those who are interested in the welfare of the blind and to the blind people themselves to do something which will bring about a better understanding between them and the uninformed public.

Here at the Louisiana State School for the Blind we believe we are doing something in that direction which has so far proved successful. Four years ago we began what has since become an annual tour by the School Band. The first three tours were rather short, but this year the tour was extended to three days and covered about three times the usual territory. The trip was successful in every way, and the band played to at least five thousand people in ten concerts.

How can anyone who has never been in contact with a blind person realize, or be expected to understand, the problems of

the blind? The first attempt to book a program in a town is met with a great many difficulties, but the second attempt is very easy. The lady in the home where you expect to have some of your people stay does not know how she will feed a blind person, and she has the impression that she will have to be continually at his side in order to show him around the house. The next morning, after having entertained some of our members, she comes up to see me, all excited, and is delighted to have had our boys or our girls in her home. She thought she would have a terrible time entertaining them, but found the opposite to be true; and that a blind person can hold an intelligent conversation and tell and really enjoy good jokes. The only thing we have to do the following year is to name our date, and the necessary arrangements are practically taken care of for us.

The primary children of our school prepared some braille alphabets for us, and we offered to show and explain a few things about how blind people read. We were surprised at the response we received. We found that a great many adults had never seen any braille and that a great many high school children had never heard of it. Our most interesting and enthusiastic audience was an audience composed of college students and college professors. It does not take long to find out how little contact the average person has with blind people. "Just how do you teach them?" "Isn't it remarkable?" "I feel so sorry for them." "Isn't it pitiful?" We have noticed on our second visits to places that we do not hear nearly so many of these expressions.

It has been a source of a great deal of pleasure to me to have the opportunity of taking the band on these tours. We had five members of the faculty with us on this year's trip, and usually the Superintendent, Mr. A. J. Caldwell, is one of the party.

We find it advisable to have the programs open to the public without charge, later taking an offering to defray the expenses. Under this plan, more people come to the concerts, and we always get whatever is necessary to defray our expenses. We hired a bus this year which cost us twenty-five cents per mile and found this means of transportation far more satisfactory than cars.

Even after the concerts are booked and everything looks fine, something will nearly always come up that will probably cause a change of plan; but if the group is cautioned to be on the lookout for such changes, there will not be any cause for alarm. For instance, this year we left Baton Rouge for Opelousas, Louisiana, for an eleven o'clock concert, Wednesday, April 4, and it was only when we arrived

at the school in Opelousas, that we found out that, because of a sudden death, we were not to give the program. Without much delay, we boarded our bus and went on to a consolidated school not far away and gave a surprise concert there.

The next concert was in the Sacred Heart Convent in Grand Coteau. This is a very beautiful old school which is 108 years old. The same night we were at the Cathedral High School in Lafayette, Louisiana. The next day we gave three concerts—Eunice High School, Oberlin High School, and Oakdale High School. Friday morning we were at Louisiana College in Pineville at ten o'clock; Tioga High School at eleven o'clock; and for lunch, the Veterans' Hospital at Pineville, where we played to about five hundred World War veterans. Some of these men will never leave the hospital alive, and yet we received word from several of them saying that they would prefer their own condition to that of being blind. Friday night at seven-thirty we were at the High School in Bunkie, Louisiana, and after the concert, we drove home, having completed a successful tour.



The Touring Band of the Louisiana State School for the Blind

CANADIAN SYSTEM OF OPERATING STANDS FOR BLIND PERSONS

By JOSEPH F. CLUNK

WHEN our first concession stand began business in September, 1928, it was necessary to determine the basis of relationship which should exist between the organization and the operator or blind person.

Our first desire was to protect the opportunity for employment and preserve it for as many blind persons as possible, and our second objective was to keep the expense of supervision as low as practicable, to encourage strict honesty on the part of the operator, and a constructive attitude toward his job. We also assumed that only a very limited number of persons would be placed and that each of these would be so imbued with his duty and responsibility that our only real job would be that of selling and establishing him, and our troubles would be ended during his lifetime. We had also observed that many failures were due to poor equipment and to the fact that by the time the operator had secured adequate equipment, the goodwill of his customers was gone, and the whole plan was condemned.

Our first agreement or plan included the following principles:

1. The operating privilege was secured and held by the Institute, and the grant of operating rights was made to the organization, not to any individual blind person.

2. We placed suitable permanent fixtures, such as buildings, counters, plumbing, wiring, shelving, etc., and kept these permanent fixtures in repair, and these items remained the property of the Institute at all times.

3. We installed satisfactory working apparatus, such as dishes, cooking utensils, refrigerators, etc., and all required stock, and sold these items to the operator at cost to be paid from the earnings at an agreed-upon rate per month. Upon termination of his operating privilege, we repurchased his equity in these items at a price based upon his purchase cost and subject to depreciation and condition of each article. If we had received more in cash payments than equaled this depreciation, then we owed him a return of the net difference. If the totals showed the operator to be still in debt to the Institute, we had either to charge it off or attempt collection from him when placed again.

4. The operator held his job only at the pleasure of the Institute and was removable at any time.

This plan worked out very nicely for our first dozen placements, and we had very little difficulty with it. When we began to place second- and third-choice operators, we found it necessary to have sighted supervision; our cost of maintaining the permanent equipment began to be a considerable item; arguments arose as to the right allowances when operators were changed or their agreements terminated; collections were difficult and embarrassing when the individual lacked honor and responsibility; changes of operators because of unfitness, death, or promotions caused much clerical work in taking inventories and balancing accounts; embarrassing problems arose because of extended credit from supply houses; other problems arose

because the operator drew more from the business for personal expenses than the business could afford and soon depleted his stocks and ruined his credit. A few tried to cause trouble for us with the co-operating firms by claiming the entire business as their own because they had a small equity in the working apparatus, and, if they had been successful, many opportunities would have been lost to the use of other blind persons in the future. Another problem which caused us more trouble was the fact that we found that established stands absorbed our entire annual budget in meeting the cost of maintenance, depreciation, and supervision, and, as a result, we had nothing left for extension or the development of new opportunities. Again, if an operator had fully paid for his equipment and stock and this money was used during the current year, we were in financial difficulty when it was necessary to re-finance that stand for a new operator.

After three years of problems arising from these sources, we began experiments to develop a system of administration that would eliminate them, and, while protecting the less able operator against himself, would not, at the same time, injure the efficient, but would encourage initiative and energy at all times.

Our final conclusion was that the system must be less expensive to operate and must permit continuous growth on a small annual budget and eliminate subsidies to established stands. Our results during the last two years prove conclusively that we are on the right road to our objective of "the most service to the greatest number with a small annual budget."

Our administration is now based on the following principles:

1. We own all equipment and stock including the petty cash for change, and the operator never acquires or has any property or equity in the business.

2. The operator pays cash for all supplies, pays staff wages, and secures receipts for every expenditure. The total of these receipts, plus cash on hand, must equal sales.

3. Staff workers are engaged through the Institute office or by the operator with the approval of the office.

4. The operator receives a wage allowance each week from the office, and his allowance is based upon the amount which the business should be able to pay at all times of the year. It may be anywhere from five dollars to twenty dollars per week.

5. Every four weeks an operating balance statement is made up at the office, which includes: *a.* sales for the period, purchases, gross profit, percentage of gross profit, wages to staff, operating expense for fuel, repairs, etc., deposits made, and credit sales uncollected; *b.* wages paid to the operator, operating expense paid from the office for repairs or replacement of dishes, etc., which could not be paid from the stand, and charges made from our overhead to cover the items of maintenance of permanent equipment, depreciation of working apparatus, and supervision and accounting.

The total of these items, *b*, deducted from the total deposits, *a*, leaves a net cash profit, and this amount is paid to the operator.

If the business shows a loss, this loss is carried forward to the next period and is paid from the profits when they occur, and, of course, the operator does not receive any more than his wage allowance until the debt is paid. If the loss is due to poor management, then the operator is informed that he must either eliminate the leaks, or his wage allowance will be reduced until he shows a profit. If the losses are due to the fact that the firm has reduced its force or to the small number of the firm's employees, then the company is asked for a

subsidy to cover the cost of the service to them. If such a subsidy is not agreeable, the service is discontinued and the entire stand is removed at the earliest opportunity to a more profitable location. If the operator is in debt when transferred to another stand, this amount is charged to him and a definite amount per month is taken from his new business until the debt is paid. He receives the residue of net profits only. If the operator is not placed again, this loss may be charged to placement assistance on our books and paid from our general fund, or if the stand is an exceptionally good one, the new operator may be charged with it as one of the conditions on which he is given the new job.

6. No inventories are taken to determine net profits each four weeks because experience shows that the inventory will not vary appreciably. If the net profits were to be determined on this basis, the operator might load his shelves with unnecessary stock, and the agency would find it necessary to pay net profits from general funds rather than from cash deposited by the operator. When the operator is removed, an inventory of stock is taken and any amount under the total of his starting inventory is charged to him, and any amount over is credited. Equipment inventories are taken irregularly to check the care and maintenance by the operator. Shortages are either replaced and charged to the operating expense, or, if the equipment is unnecessary, the shortage is charged to the personal account of the operator and his equipment list is reduced. The results have been most satisfactory. When operators are changed, there are no arguments as to the value of stock or equipment and the clerical work is reduced to a minimum.

7. The weekly wage allowance stabilizes the spending of the family and keeps the business in a healthy condition. Net profits

at the end of every four weeks encourage the operator to be as efficient as possible in order to have a larger sum for his monthly household expenses. The collection of the cash and the appropriation of fixed amounts for overhead makes the payment of these amounts easy and painless. Of course, an operator can falsify returns and only deposit enough to cover his overhead, but in such an event, his operating statement shows a very low gross profit and in effect shows that he is a poor operator. When another opportunity occurs in which he would earn a much larger income, this operator does not receive the promotion and, if he inquires as to the reason, is told frankly that his record does not merit such consideration. Frequently such an operator is removed entirely and is informed that he will not again be placed on such a job because of his perverted ethics.

Actually the principle applied is the same as though the operator owned the business outright and operated in a business-like manner. An amount for maintenance and repairs to counters, plumbing, etc., would have to be set aside, depreciation of working apparatus should be deposited, and books should be audited. Broken dishes would have to be replaced, repairs to urns, steam tables, showcases, etc., would have to be made, and these items would come from current operating profits. Therefore, we require the same procedure, not only for this reason, but also because such a penalty compels reasonable and regular care of agency property.

Depreciation of this equipment is computed at 1.5 per cent of our investment per month. Thus, if we have a total sum of \$500 in this part of the account, the charge to the stand is \$7.50 per month. This means that the cost on our books should be retired in about five and a half years, for by making the charge every four weeks, we have thirteen periods per

year. However, it must be remembered that interest on the investment must be paid, and this means a retirement of the investment in about nine years. If the agency does not have to work on borrowed funds, it is all the better, although, even so, we would not recommend any reduction in the rate of charge per month. This kind of equipment really depreciates more rapidly than our allowance provides for. If the business were closed and the equipment sold in an effort to recover the original investment, it would be found that the actual price secured plus interim depreciation collected at this rate would not equal the original investment. Experience also shows that the cost of repairs to plumbing, alterations involving material and labor, painting, etc., total on the average about 10 per cent of our investment in permanent fixtures, so we make a charge of 10 per cent per year, divide this by thirteen, and collect the amount every four weeks. That is, if we have \$300 in counters, etc., our charge is \$2.50 per period. Fractional charges are always made even at the half or full dollar to simplify records. When repairs, alterations, painting, etc., must be done, this charge takes care of the expense. It is quite true that some stands may not require any such expenditure for several years, but the charge is made to provide for the day when it is necessary.

Supervision and accounting is a joint cost which we have assessed as follows: \$5.00 per month for dry stands; \$7.50 per month for canteens, and \$10.00 per month for cafeterias. In our terminology, a "dry stand" is an office-building or hospital stand, or any such business where no foods are sold and where the supervision and accounting are reduced to the minimum. A "canteen" is a factory lunch-counter where a limited variety of foods is served in addition to the tobacco and candy and soft drinks carried by such. This type of

installation and service is probably the most profitable from the operator's point of view, for a greater amount of business can be handled with a small staff than in either of the other two types. Profits are practically as high in percentage as with a cafeteria even though the varieties are limited. Complete cafeterias are charged \$10.00 per month. This type of service requires the most supervision and is the most difficult to operate. Gross profits are largest, and a good location is easily able to pay this proportionate cost. These charges are minimum, and if the operator in any location persists in creating problems unnecessarily, the charge is increased.

Suppose we consider an illustration of one stand, a cafeteria. We find that our permanent investment is \$400, our working apparatus or stand loan of equipment is \$500, and our charges on these two items are therefore \$3.50 and \$7.50 per period. The cafeteria supervision cost is \$10.00, and our total overhead cost is therefore \$21. It is easily possible to have a smaller investment and a smaller charge in a cafeteria than in a canteen, for the condition which has to be overcome may be more favorable in the installation of one than the other, due to the fact that plumbing may be more accessible and the company may already possess counters and other equipment for our use. If we consider a dry stand, we have only the items of permanent equipment in the showcases, etc., for which we charge maintenance, and stock for which we charge the same as for the use of dishes, etc. It is quite possible, however, that some administrators might consider it more equitable to make a smaller charge for stock than is applied for utensils. We find that the stands can easily take care of it on this basis and when the smaller charge for supervision is considered, the result is not burdensome. If John Doe operates a cafeteria with the invest-

ment indicated and in four weeks deposits \$100 after paying all labor and supplies, and has a wage allowance of \$10.00 per week, the total cost of this stand would be \$61 and he would receive a net profit check for the residue of \$39, thus making his total earnings for the period \$79, or an average of \$19.25 per week. There are many persons who may argue that it is simpler to make a weekly charge, collect only that charge, and let the operator retain the profits as he makes them. Such a system fails to control weekly spending for the family, and it places the organization in the light of a tribute collector instead of an employer and a benefactor.

A city-wide agency can easily administer this kind of a program. A young man or woman can make five calls per day and audit and check the accounts, collect the cash and make up weekly reports. If dry stands only are being operated, more calls can be made. Thus, one person can audit, collect, and pay at least twenty-five operators of stands per week. One sighted supervisor and after-care worker can look after this number, especially if good operators are placed in charge of each location. We administer this kind of service over a radius of six hundred miles and have over sixty stands in business in one province. Operators away from the main center make their deposits in local banks in the organization's name and mail weekly reports accompanied by the deposit slips to the office. Wage allowances are mailed to them each week and net profits every four weeks. By this system, capitalization is made just once for each location, cost of administration is paid from the businesses, and the current annual income allotted to placement work can be used for expansion instead of being used for depreciation, maintenance, and supervision of established locations. It gives the employed operator a true, uninflated income and the unem-

ployed some hope of securing similar occupation.

If a city organization can allot \$3,000 per year to placement service and pay \$1,200 in wages for a placement agent, it would have \$1,800 for capitalization of stands for the first year, apart from factory jobs located. This amount should place four dry stands, which would produce a monthly organization income of about \$10.50 per stand or nearly \$550 a year. The second year, this same budget would allow \$1,800 plus the unused portion of income from overhead charges, and this should make an increased number of installations possible. The placement agent could supervise ten stands and do all the administration work in two and a half days per week and have the balance of the week for promotional work. When fifteen stands are in operation, a full time after-care worker could be employed and the supervision cost against the stands would pay for this staff addition. At this point, the placement agent's salary would be paid from the current budget, and the amount left for expansion would be the residue plus the income derived from the fifteen stands for which they are being charged under the headings "Depreciation" and "Maintenance." We consider it unfair to charge the stand operator for the cost of selling his job because we do not collect a fee from the man placed in industry who receives the same kind of service. Therefore, we consider it proper to charge the placement agent's salary and expenses to our annual public budget. All expenses incurred by the department which would not exist if all persons were placed on industrial jobs, are properly charged to the stands and should be collected from them. Fifteen stands should support an after-care worker who would supervise accounts, service, and personnel; twenty-five stands will require a separate

worker for bookkeeping and one for supervision, but the income paid by the stand on the item of supervision should meet this expense. Gradually the unused income from stands would cover an increasing proportion of placement department expense, and would thus leave an increasing amount of the annual budget free for placement extension.

The concession stand service of the department should be self-supporting after five years and should have steady growth with a reducing annual budget from public funds. This system gives the organization absolute control over every opportunity which it develops, makes it easy to choose operators for places of greater or less responsibility according to their talents, and enables the organization to solve the employment problems of many persons who should not and who cannot be treated in sheltered shops.

Any agency considering the inauguration of a placement department should make a comparison between the initial investment for sheltered industries and placement service as well as the usual annual service subsidies required for the workshop program. The total costs of sheltered shops should be compared with the cost of placement service as described in the foregoing. It should, of course, be understood that the workshop should serve those who are particularly adapted to manual trades and have no flair or aptitude for business, while, on the other hand, the placement department serves those who have business ability and who are not necessarily mechanically inclined. This is especially true of blinded adults who have had sighted business experience.

We have had an interesting development in the establishment of a wholesale job-

bing department for our operators. Sales for the past four years are as follows:

	Gross Sales	Gross Profit	Net Profit
1930-31 (11½ months)	\$37,095.40	\$3,828.41	\$2,831.95
1931-32	56,022.96	5,662.05	4,505.53
1932-33	64,546.35	6,338.28	4,895.03
1933-34	88,878.34	9,102.97	7,134.18

The net profit earnings are the residue after all expenses are paid. At the present time the total operating expenses are \$225.35 per month. These dividends are distributed every three months to the operators in proportion to their purchases, i.e., if the net profit percentage is 7.9, the operator receives \$7.90 on every hundred dollars' worth of purchases made during the period. These operators are organized into what is known as the Merchants' Association of the C.N.I.B. The full responsibility for every line of merchandise carried in the wholesale department is placed upon the membership. All sales from the warehouse are C.O.D. and are F.O.B. warehouse. Each operator pays for his own delivery. These earnings form a very substantial addition to the ordinary retail profits and assist in offsetting the cost of extra help due to the blindness of the operator. The success of this department is due to the fact that blind persons are permitted to have a sense of responsibility although they work under strict organization supervision. The Merchants' Association is kept strictly to the business for which it is organized and is not permitted to become a labor union which can be interested in Institute policies.

On the next page appears a copy of an operating balance sheet for one stand for an operating period of four weeks.

C O P Y

CANADIAN NATIONAL INSTITUTE FOR THE BLIND

STAND Andrew Wilson Co. MANAGER S. Silverman
REPORT FOR FOUR WEEKS ENDING July 26, 1934

SALES	PROVISIONS TOBACCO, ETC. PURCHASED	GROSS PROFIT		WAGES HELP	OTHER EXPENSES	CREDITS OUTSTANDING	AMOUNT DEPOSITED	TOTAL
		AMOUNT	PER					
495.28	269.05	226.23	46%	75.00	13.57		137.66	137.66

Total forward \$ 137.66
Dividend Check 23.35
Less credits outstanding \$

Manager's wages @ 10.00 per week \$ 40.00

Supervision and accounting 10.00 \$ 161.01

Maintenance and replacement of permanent equipment 2.00

Stand account charge 7.50

Equipment replaced

Loss carried forward

Other charges

Total forward \$ 59.50
Loss \$
Net cash profit \$ 101.51

LOSS TO BE CARRIED FORWARD \$ APPROVED

VEGETABLE GARDENING IN THE DARK

By LEE CHAPMAN, M.D.

THE blind person with sufficient physical ability, some spare time, and a plot of garden soil can grow vegetables for the home table. The work in the open and the fresh vegetables grown are both good for the health, the joy of accomplishment is good for the spirits, and the cost of maintaining the family table is reduced.

I knew Charles Walker before and after losing my sight. He sold newspapers in my home city for many years, then married a blind woman. They lived for twelve years in the half of a house, and he cultivated half the back yard in vegetables every year. He was an enthusiastic gardener. When he told his friends about his fine vegetables, they were skeptical, but, when they called at his home and saw him working among his plants, they were not only convinced but amazed for he was sightless and had only one hand. Since Walker succeeded for twelve successive years, no blind person, with the desire and an opportunity, should hesitate to undertake a home garden.

The beginner should consult some good gardener in his neighborhood who will gladly advise how the ground should be prepared, when to plant, how to plant, etc. If no such person can be found, the information may be obtained from the County Agricultural Agent or the State University Extension Service.

As early in the spring as the ground is dry enough to work well, it should be plowed or spaded. Take a handful of soil and work it between the hands. If it is too wet, it will stick together like dough or putty. When it is dry enough, it will

crumble. A thorough preparation of the soil is very important. If the garden is large, it should be plowed and harrowed by power. If small, it may be dug with a spading fork and then raked.

I prefer rows running from north to south. In this way the plants get more sunshine. Drive a stake at the northwest corner of the garden and another at the southwest corner. Stretch a line from one to the other about eight inches from the ground and draw it taut. Four feet to the east from these stakes, drive other stakes and stretch a line as before. This will give a lane four feet wide the full length of the garden. Stand between the lines at one end with the back toward the other end of the lane. Plunge the fork with the foot the full depth of the tines, lift out the forkful of soil, and turn it upside down just beyond the hole from which it was lifted. This should be done next to one of the lines. Set the fork over toward the other line and repeat until there is a ditch from one line to the other. Then step back a trifle and dig another ditch setting the fork about six inches back of the ditch and turn the soil upside down in the first ditch. All clods should be broken with a striking or jabbing motion (or both) with the tines of the fork.

These operations should be continued until the other end of the lane is reached. Then a rake with a long handle is used to further pulverize and smooth the surface. Other lanes may be staked and prepared until the whole garden is ready to plant.

A poor preparation of the soil insures a poor crop, while a thorough preparation

means success, other things being considered. Planting and cultivation are much easier in properly prepared soil. Many good gardeners say the battle is half won when the soil is dug deeply and all clods broken. When I have small seeds or small plants to set, I often rub the soil between my hands to insure freedom from clods. This is necessary only at and near the surface.

When one is ready to plant, set the stakes about one foot inside the edge of the dug ground at the side of the garden. This leaves a strip of dug soil outside the line for cultivation later. Stretch a line between the stakes about six inches above the ground. Then lay a board four inches wide against the stake and along under the line. If the board reaches only part way of the row, drive a small stake near the end of the board and against the line. Lay another board the same length and width alongside the first one. These are to walk on while the seeds or plants are set along the edge of the board under the line.

These boards may be moved along and used as a guide and walking floor until the full length of the row has been planted. If the second row is to be one foot from the first, the board next to the line is lifted and placed on the other side of the second board, and the seeds or plants set at the edge of the removed board. If the rows are to be more than one foot apart, new stakes and a new line may be placed by measuring from the first stakes the same distance at each end.

I would advise beginners to use plants instead of seeds where possible because the plants are easier to handle and the gardener can learn the feel of the plants so as to recognize them later in cultivation. Cabbages, tomatoes, peppers, onion sets, beets, and other plants are usually obtainable at very moderate prices, and often gardeners are glad to give their friends

the needed amount of plants. When plants are set, they get a good start ahead of the weeds and are easily distinguished by their size. The weeds while growing, rob the plants of the moisture and plant food and should, therefore, be killed early. If allowed to grow tall, they rob the plants of the sunshine and free circulation of air. No blind gardener should allow weeds to gain a height one fourth that of the plants.

When setting plants, the gardener should place them only a trifle deeper than they were before removal from their beds. I usually poke my forefinger in the soil, draw it back a little, and place the plant in the hole while the finger remains. Then the finger is removed and the soil packed about the roots. A depression is left into which a half-cup of water is poured. After it has soaked away, dry ground is used to fill the depression, and a little pressure will help make the ground firm about the roots.

I like to get tomato plants six to twelve inches high and, after removing some of the lower leaves, plant them so deep that only the leaves left are above the surface. New roots form along the stem and these furnish nourishment to the plant in addition to the deeper roots. Usually I leave about one third of the plant above the ground.

There are usually directions on the seed packages which tell how deep and how far apart in the rows to plant, and how far apart the rows should be. The rule is to plant vegetables sufficiently far apart to allow ease of cultivation. If one knows how large the plants will grow, one can tell how far apart to set them. It is a good plan to lay a small board over the planted seeds and press down to make the soil firm. This is especially desirable for small seeds.

I would suggest that the beginner plant only a few kinds of vegetables the first

year. After he has acquired a working knowledge he may safely add other vegetables to his garden. Vining plants are especially difficult to handle in the dark except those which can be trained on supports.

Cultivation is important and should not be neglected. The first cultivation should be undertaken when the weeds begin to grow or when the plants are a few inches high. I shall now suggest an ideal plan for hoeing which I have not seen mentioned in any braille literature or elsewhere. In the earlier part of this article, I mentioned two boards four inches wide which were to be used in planting. Take these boards and set them up edgewise along the side of the plants and stake them on each side to keep them edgewise. Place one board on the east side of one row and the other on the west side of the next row. This makes a lane the full width of the space to be cultivated. Then one may stand erect and hoe with a long-handled hoe or cultivate with a little three- or four-tooth long-handled cultivator. I prefer the ordinary hoe or a scuffle hoe with which to kill the weeds by drawing the sharp edge just under the surface. After the weeds are killed in this manner and are dried, the cultivator may be used to stir the soil more deeply. With the boards set edgewise against the plants, there is no danger of injuring the plants. This method saves much kneeling and cultivating with one hand. Of course, when the boards are removed, a little hand weeding between the plants completes the work.

Many soils run together during rains and form a hard crust when dry. This crust encourages the evaporation of the water and prevents the air from reaching the roots. After every hard rain and as soon as the soil is dry enough to be worked, it should be stirred with a hoe or cultivator. This cultivation leaves the ground in a

receptive condition for the next rain. If the crust is permitted to remain, the next rain will run away.

Most soils require fertilizer of some kind. Any good gardener in the neighborhood will know the kind to use, or the information as to what kind and the manner of applying may be obtained from the firm from whom you buy the fertilizer.

Sometimes watering is necessary. Where water under pressure is available, the blind gardener may use a hose. He can tell by the sound of the spray falling on the vegetables whether he is directing the spray correctly. I would not say that a blind person can use the hose as efficiently as a seeing person but he can get results. If the spray is used, it may be set stationary and allowed to run until the ground is well soaked. It is better to soak the ground well once or twice a week than to sprinkle a little every day. After the ground has dried enough, it should be cultivated the same as after a rain. If water must be carried to the plants, it will be a big task if many vegetables are to be watered. Of course, such water should be poured carefully at the roots of the plants instead of thrown all over the surface between the rows.

I would not suggest that a blind beginner undertake a commercial gardening project. After the beginner becomes familiar with his plants, his soil, and the methods of handling them, he may grow more vegetables than he can use, and by selling them, he will know something of the selling end of the work. If he succeeds well in this small way and can get help at reasonable cost, he might venture into commercial gardening. I am not so enthusiastic about commercial gardening for the blind as I am about gardening for one's own table since this enables one to combine economy of living with a good measure of health, exercise, and pleasure.

WORK FOR THE BLIND IN THE MOUNTAIN STATES

By VIRGINIA WARKELEY

IN COMPLYING with a request to set forth the advantages and disadvantages of work for the blind in the Mountain states, I am impressed with the fact that such a description, in general, follows the lines set up for work with the blind in any region. There are, however, changes and modifications in general procedures to fit local situations.

Although it is now a century since the benefits of educational instruction were included in the world of the blind in the United States, the first state-wide effort to alleviate the conditions of the adult blind was not made until the beginning of the twentieth century.

Massachusetts and New York were the first states to form state-wide organizations for work with the adult blind. This movement, following the usual historic trend, spread westward and Colorado, Utah, and Wyoming of the Mountain states have taken their places in this development. This work began in Wyoming in 1929. Idaho, Nevada, Arizona, New Mexico, and Montana have, at this time, no organized state-wide work for the adult blind. Education for the adult blind youth of these eight states has been provided in all instances prior to the movement for provisions for the adult blind.

In order to understand the problems which confront a worker for the blind in the Mountain states, it is necessary to consider the extent and topography of these states. They are large and mountainous, towns and cities are small and far apart, travel is difficult, and cases scattered and isolated. Industries and the present de-

velopment of natural resources in these areas are those which do not offer opportunities for big business. With no large factories, placement work for the blind is practically impossible. Group industries, with but three exceptions, are unavailable. Utah has a work shop for the blind in Salt Lake City and Colorado has a similar shop and a home for adult blind with an accompanying factory in Denver.

I am reminded often of the difficulty with which blind clients living in isolated districts of the Mountain states are contacted—the first necessary step in any work for the blind. The following illustrates this. Two blind adults were reported as living in one of the distant corners of the state. Taking a train at the capital city, I rode for twelve hours across the state where I took a stage for a fifty-mile trip, crossing the mountains to a small inland town. From here, automobile transportation was secured to the ranch and to a tiny village where, in turn, these two blind persons were found. The stage referred to proved to be a “mail truck” on which the passenger rides in the driver’s seat, the only one provided.

The inaccessibility of clients such as these presents a serious problem for home instruction, which phase of work for the blind must necessarily receive emphasis in sparsely settled regions. Home instruction from a central point is sometimes impossible. Two practical ways to overcome these difficulties have presented themselves. When maintenance funds are available, the isolated blind adult may be moved to a place where specialized instruction can be

received, or some qualified local person may be secured to give instruction in certain lines of work. In the latter instance, time must be given by those trained in work for the blind to outline and supervise all work done by the local instructor.

In Wyoming, where one field worker comprises the staff, there is need for local instructors, especially where there must be a period of prolonged instruction. To secure qualified instructors in small localities often is most difficult. In the face of these difficulties, however, workers in the western states must meet the conditions of these sparsely settled areas in work for the blind. Following is an example of meeting such a situation.

One of Wyoming's blind people, a young woman of approximately twenty-five years of age, required instruction in typewriting. This young woman resides on a ranch a few miles from a railroad station. The only other buildings found near the station are a general store and schoolhouse. The teacher of this rural school was not qualified to teach typewriting, and because of certain health factors, the blind young woman could not be moved to a center for instruction. Where could a qualified local teacher be found? The cost and time involved for a field worker to reach the ranch made that solution prohibitive. Finally, the solution for the problem was found in securing the services of the station agent, a qualified instructor of typewriting, with the result that the young woman has mastered her typewriter and has spent many interesting and valuable hours with this work.

Probably local instructors are best fitted to meet the conditions found in home industrial training. To provide local supervision of industrial articles made by the adult blind in their homes is an easier task. To choose types and varieties of articles to be made necessarily devolves upon the

supervisor in charge of the work. Home industrial cases, more and more, are expressing satisfaction in the therapeutic and economic value of this provision of work for the blind. Since many adult blind cannot find employment in sheltered shops, home industrial work is proving a happy solution.

Outstanding among the home industrial workers as the largest wage-earner in Wyoming is Mrs. J., about sixty years of age and totally blind for thirty years. Mrs. J., as a sighted young woman, was especially well trained in needlework. The blindcraft chosen by her was to make hand-pieced and quilted quilts. Under local supervision this desire has been gratified. The local supervisor designs the quilts, selects colors, and cuts the materials. Mrs. J. does all of the remaining work. The actual quilting, the most difficult part for sightless eyes, is accomplished by following the edges of heavy strips of paper. All quilting patterns are, therefore, designed in straight lines. Mrs. J. has sold every quilt she has made through co-operating women's clubs, and the income derived has been most satisfactory, as her beaming face testifies when the problem is discussed.

In the Mountain states, markets for the sale of articles made by the blind home workers are limited and wholesale selling is meager. This necessitates the production of a limited supply of many articles. Although this is stimulating to the work, it requires additional supervision in a situation in which supervision is difficult. Local agencies, such as service clubs, have furnished assistance in providing markets through organization of sales and in the promotion of public interest. Colorado employs one full-time seeing sales manager. As already stated, Wyoming has only one person to supervise all phases of the work for the adult blind in the state. Hence, in this case, the existing policy by which a

market has been provided is by means of promotion of public interest and through the co-operation of public agencies. As home industrial work increases, necessity demands more time and attention directed to all forms of organization for sales.

Much effort has been made in the Mountain states to fit cases of recent blindness into the occupation or profession previously pursued. However, one of the leading industries of these states, mining, which produces much blindness, offers little opportunity to absorb the blind in employment. When a new occupation must be found, vocational guidance is given and the choice made according to the individual differences of those considered. This applies whether the choice is to be made by a blind youth or a person who has lost his sight after he has entered the occupational field. The set-up in Wyoming is especially favorable for close co-operation in the special field of rehabilitation for the blind. Emphasis is placed, wherever possible, on specialized rehabilitation training for individual cases deemed susceptible and feasible.

These policies have resulted, in general, in the usual lines of industry followed by the blind, with emphasis placed on lines of work associated with farming and ranching. Among representatives of the various occupations found in the Mountain states are executives for work for the blind, teachers of music and of the blind, ministers, musicians, writers, executives of business enterprises (as interior decorators), chiropractors, sales agents, insurance underwriters, real estate agents, managers of stores, ranches, and farms, piano tuners, and workers in home industries. The last include weaving, knitting, sewing, basketry, and brush- and broom-making.

The group of Wyoming's adult blind engaged in rural pursuits is large. Many find it possible to act as manager of a sheep or

cattle ranch or as manager of a small farm. Still others add to their economic support by gardening. Recently in checking the case of Mrs. S., who at the age of seventy-two has become an enthusiastic reader of Moon type, I found her busily engaged in planting her garden. This procedure she had worked out entirely by herself. Most interesting was her description of the planting and weeding. Aided by so-called "travel vision," Mrs. S. had measured each row at both ends of the garden and strings had been stretched from stakes at each end in order to guide the planting. Later remeasuring, Mrs. S. was able to weed her own garden between the rows of plants. Still later she weeds the rows themselves after the plants are of a sufficient size to be distinguished from the weeds by touch. The gratification from such a visit was intensified by the happiness Mrs. S. had found in the new current-topic Moon type magazines she had been reading. "Just what I wanted," she said.

There are a number of contrasts and differences in the work for the adult blind between the Mountain states and other sections of the country. The manner of support of this work differs in the West from the East. Western states depend upon public rather than private and philanthropic aid. The principle of state aid for the work of the blind in the West insures state control and establishes the work on a corresponding basis with other public educational institutions.

State-wide organizations, regardless of their policy of support, have the responsibility of covering the entire territory of the state and should give the most far-reaching service at the least expense. Colorado and Utah have as their set-up State Commissions for the Blind. In Wyoming, authority for this work is granted to the State Board of Education. In Colorado, the State Commission for the Blind ad-

ministers the state blind benefits. Utah's blind benefits are administered by county officials. Wyoming has no blind benefits.

Experienced workers for the blind have expressed as their conviction and belief that, with some exceptions, the blind are better off in their own communities among relatives and friends. The blind in the Mountain states are living quite generally in their own communities.

While this prevents the possibilities of social organizations and clubs for the blind in which they enjoy the sympathy and understanding afforded by association with other blind people, it has the advantage of providing the opportunity for each blind person to be a participating individual in his own community.

Moreover, this should furnish a situation which workers for the blind might capitalize to an advantage. The social aspect of the work for the blind is important. It is within the rights of the blind person to develop his individuality under a social body, protected by society, and respected as an individual. The understanding and co-operation of a local community frequently may take definite shape due to the understanding of the needs of a blind individual within it.

The entire scope of work for the blind presents another social phase, that of acquainting the blind individual with the devices, concessions, materials, and training facilities available for his needs. Preserving the human equation in work for the blind is essential. The Mountain states afford an advantageous situation for the human aspect of the work.

There are still other outstanding advantages for the executive in work for the blind in the Mountain states. As the organization of the work in these states is recent, there are no precedents in the work to combat; the field is free from prejudices which restrict development; public opinion is flexible, and there are no established policies and standards which, when they exist, prevent experimentation with new ideas, methods, and industries.

It has been said that the blind of today are living in the best age in which the blind have ever lived. In order that the tomorrow for the work for the blind in the Mountain states may be better than today, it is important that a more intensive occupational program be developed, not only to continue existing occupations, but to find new openings and other measures to guarantee economic security for the blind.

EMPLOYMENT SURVEY IN MINNESOTA

BY BERTHA HANFORD

THE task of finding suitable employment for our handicapped group in this period of reconstruction is becoming increasingly difficult and presents to workers for the blind one of our most serious problems. In order to secure a clearer picture of the present situation and to establish a working basis for the future, we decided to make a study of our clientèle. Three CWA workers were added to our regular staff, two clerical and one trained social worker. A printed questionnaire, one sheet in size, was prepared and filled out for each client between the ages of sixteen and fifty-five, containing in brief the following information:

Name; address; age; sex; case number
Amount of vision—blind, partially blind, or borderline
Diagnosis and prognosis; age at onset
Education—elementary, high school, college, special training, aptitude tests
Occupation—former, present, none, home worker, sheltered worker, outside worker
Training wanted or advised
Occupation wanted or advised
Remarks

While most of this information was taken from our case history records, in some instances it was found necessary to interview the instructor, employer, physician, or client.

The aptitude tests mentioned in the questionnaire were formerly given by the Employment Research Institute of the Minnesota State University. They are made available now, however, for all handicapped persons through the State Rehabilitation Department for the Handicapped. The tests measure mental ability, clerical

aptitude, finger dexterity, mechanical ability, interest, and personality. All of our older students and applicants for higher education, retraining, or placement are given these tests.

However, as these tests made no provision for visual defects, a committee was appointed by the Minnesota State Council of Agencies for the Blind, with George F. Meyer as Chairman, to revise the tests to meet our special needs. It is hoped that Minnesota will be able to make a real contribution along this line in the near future.

The territory under consideration included the six northeastern counties for the state of Minnesota and was representative inasmuch as it contained a city of approximately 100,000 people, a group of wealthy mining towns, and vast, sparsely settled areas with small farming communities, homesteaders, and Indian reservations.

The tabulation on the next page gives the findings of the survey.

Regarding the visual classification, "blind" includes total blindness and light perception; "partially blind" covers grades of vision from light perception to 20/100 in the best eye with correction and limited field; "borderline" includes higher grades than 20/100, adhering rather closely to the visual requirements for the clear-type reader in the sight-saving class. Many borderline cases were not included in this survey as it seemed unwise to call attention to their handicap when, as far as we could judge, a successful adjustment had been made.

In reference to the employment classification, it should be clearly understood

ANALYSIS OF BLIND CLIENTS OF NORTHEASTERN MINNESOTA
(FROM SIXTEEN TO FIFTY-FIVE YEARS OF AGE INCLUSIVE)

	SEX	VISUAL	LOCALITY
I. Distribution	Male..... 154 Female..... 122 276	Blind..... 56 Partially blind..... 126 Borderline..... 90 Unclassified..... 4 276	Duluth..... 112 Small town or rural..... 164 276
II. Employment Classification Employed—152	HOME WORKER—75 Blind..... 11 Partially blind..... 38 Borderline..... 26 75 Farmer..... 21 Housekeeper..... 54 75 Handwork..... 17	SHELTERED WORKER—8 Blind..... 6 Partially blind..... 2 Borderline..... 0 8 Male..... 7 Female..... 1 8 Self-supporting..... 5 Partially self-supporting.. 3 8	OUTSIDE WORKER—69 Blind..... 12 Partially blind..... 33 Borderline..... 24 69 Male..... 48 Female..... 21 69 Self-supporting..... 57 Partially self-supporting... 12 69
Unemployed—106	STUDENT—51 Blind..... 4 Partially blind..... 20 Borderline..... 27 51 Male..... 20 Female..... 31 51 Secondary education..... 42 Higher education..... 9 51	WANTING EMPLOYMENT—21 Blind..... 0 Partially blind..... 12 Borderline..... 9 21 Male..... 18 Female..... 3 21 Skilled..... 2 Unskilled..... 19 21	UNEMPLOYABLE—34 Blind..... 19 Partially blind..... 13 Borderline..... 2 34 Male..... 26 Female..... 8 34 Doubly handicapped..... 26 Questionable character.... 8 34
Unclassified—18	INDIANS—18 FORMERLY TRAINED—18		
III. State Rehabilitation Department Trainees	Using training..... 10 Not using training..... 8 18		

that conditions in each group could be greatly improved. For example, there are many home workers and students who are anxious to obtain outside employment, while many outside workers are receiving pitifully small financial returns for their efforts. Is it not interesting and perhaps significant to note that in the two groups needing immediate attention, namely the student and outside worker, only four are totally blind? However, carrying the analysis still further, of the four totally blind students, two are doubly handicapped and will undoubtedly be unemployable.

Among the occupations reported in the survey were the following:

Beauty-operating	Fire-inspecting
Switchboard-operating	Mail carrier
Bill-collecting	Politician
Law	Piano-tuning
Banker	Musician
Village treasurer	Music-teaching
Religious work	Massage
Scout work	Cabinet-making
Grain brokerage	Carpentry
Factory director	Shoe-repairing
Office work	Match-packing
Merchant	Night watchman
Store-keeping	Janitor
Stand-keeping	Sexton
Department-store clerking	Caretaker
News-vending	Dairying
Salesman	Rabbit- and poultry-raising
Peddling	General farming
Second-hand dealing	Day labor
Individual garbage route	Domestic
Individual ice route	Mother's helper
	Nursemaid
	Rooming-house work

Even though this tentative survey is sketchy and incomplete, it has proved to be of immense value in clarifying our thought and isolating the various phases of the employment problem. With this information available and with the splendid co-operation of the State Rehabilitation Department, we have been able to do intensive training and placement work with gratifying results, and we are eagerly looking forward to a more thorough analysis and a higher, more intelligent type of service.

THE BLIND IN THE ENGLISH CIVIL SERVICE

The introduction of blind persons into the Civil Service of England occurred, we are told, at the time of the World War with the employment of a number of war-blinded men. At the beginning, these men were appointed on a temporary basis, but later, when the general question of the "establishment" of ex-service men was taken into account, the permanent basis of blind employees was considered as well. Special arrangements were made in the case of blind persons, and an agreement was arrived at on July 12, 1933, whereby blind employees continue to work on a temporary basis until they reach the age of fifty-five years, and then, upon presentation of a good health record, they become "established" and entitled to a pension upon retirement.

There are at present forty blind employees in the Civil Service, five of whom are women. Fifteen of them are employed in various parts of London and the provinces, in the Employment Exchanges and the Ministry of Labour, and three are employed in the Industrial Departments of the Air Ministry. All the other blind persons are employed in the Headquarter Offices in London.

For the most part, their work is confined to shorthand, typing, and telephonist's work. With a very little adaptation of the switchboard, blind men are able to handle the work very well, and are paid, in London, on a scale rising to about 55s. (\$13.20 at par) weekly. The men shorthand typists are paid at the same rate as large numbers of other ex-service men recruited after the War for routine clerical work, and at the present time, if employed in London, earn about 65s. (\$15.60 at par) a week. Blind women shorthand typists are paid at the same rate as "established" shorthand typists, rising to a maximum of about 66s. (\$15.84 at par) per week.

EASTERN CONFERENCE OF HOME TEACHERS

By STETSON K. RYAN

THE sixth convention of the Eastern Conference of Home Teachers was held at the Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pennsylvania, September 5 to 7, with ninety-nine registered delegates in attendance. The Conference is the outcome of informal gatherings of home teachers from Connecticut and Massachusetts, the first of which was held at Perkins Institution in February, 1922. New Jersey teachers subsequently joined the group, and in 1926 an organization was effected. A meeting was held in 1927, but at Hartford, in 1928, it was voted to hold the conventions biennially. The gathering this year was augmented by the presence of superintendents and workers from the various branches of the Pennsylvania Association for the Blind.

Miss Mary E. French, who has been a home teacher in Rhode Island for thirty-one years, is the President of the Conference and presided at all the sessions. Reverend Closure, of West Chester, Pennsylvania, pronounced the invocation at the opening meeting, Wednesday evening, September 5. Words of welcome were given by Dr. O. H. Burritt, Bradley S. Joice, and H. Randolph Latimer, each representing a phase of the work in the entertaining state. Miss Ruth F. Sargent, Executive Secretary of the Pennsylvania Home Teaching Society, read a letter of greeting from Mrs. Isabel W. Kennedy, long a secretary of the Society, which she had sent from England. Miss French responded to the welcoming speeches. Miss Gladys Bolton, of Massachusetts, the Vice-president, presented to Mrs. Mary E. Roberts, also of Massachusetts, a

certificate attesting the respect and affection of the Conference upon her completion of twenty-five years of service as a home teacher for the Massachusetts Division of the Blind. Papers were read by Miss Nellie G. McIntyre, of the entertaining school, on "Home Training of the Blind," and by Mrs. Cora L. Gleason, of Massachusetts, on "Experiences With and For the Blind." Musical selections were given, and the meeting was followed by a social hour.

A paper by Mr. Latimer on "Human Values in Home Teaching," opened the Thursday morning session, and Raymond F. Tuttle, Assistant Executive Officer of the New Jersey Commission for the Blind, spoke on "How the CWA Has Served the Blind." This paper was discussed by Liborio Delfino, Field Officer of the Pennsylvania Institution for the Instruction of the Blind. Miss Ethel L. Harvey, of Connecticut, Chairman of the Conference Committee on Standards in Home Teaching, reported on the results of a questionnaire sent to nearly 150 home teachers and employers of home teachers. Miss Mary A. Springer, of New Jersey, Chairman of the Conference Committee on Exchange of Ideas and Patterns, reported for her committee. The latter part of the morning, and again in the afternoon, Miss Evelyn C. McKay, Research Agent of the American Foundation for the Blind, spoke of the Talking Book and gave demonstrations of it.

Miss Adelia M. Hoyt, of Washington, D. C., Acting Director of the Service for the Blind of the Library of Congress, opened the afternoon session with an address on "Library Service for the Blind,"

which was discussed by Mrs. Emma R. N. Delfino, of the Free Library of Philadelphia. This was followed by a reception in the new rooms of the Pennsylvania Home Teaching Society.

The program Thursday evening consisted of addresses by Miss Rachel Childrey, of the Family Society of Philadelphia, on "Preparation for Social Work"; Miss C. Marion Kohn, Supervisor of Pensions for the Blind for Philadelphia County, on "Experiences with Blind Trainees"; Miss Ruth B. McCoy, Director of the Prevention of Blindness Department of the New York State Division for the Blind, on "Preventing Blindness in New York State"; and Dr. Lewis H. Carris, Managing Director of the National Society for the Prevention of Blindness, on "Prevention of Blindness."

Friday morning the roll call of the states was held with most interesting responses from Connecticut, Delaware, District of Columbia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and Virginia.

At the business meeting, officers were elected as follows: President, Miss Mary E. French, Rhode Island; Vice-president, Miss Gladys Bolton, Massachusetts; Treasurer, Miss Bertha M. Johnson, New Jersey; Secretary, Stetson K. Ryan, Connecticut; Executive Committee, the officers and Miss Ivie M. Meade, Connecticut; Miss Ruth M. Thorpe, Delaware; Miss Cora A. Fitton, District of Columbia; N. C. Johannesen, Maryland; Mrs. Mary E. Roberts, Massachusetts; Miss Charlotte Newing, New Hampshire; Miss Mary M. Leonard, New Jersey; Miss Mary Sundholm, New York; Miss Margaret Crawford, Pennsylvania; Miss Mary Cherlin, Rhode Island; Miss Ada C. Crampton, Vermont; and Miss Margaret R. Hogan, Virginia.

The advisability of publishing a braille

magazine for home teachers was discussed, and Miss Lydia Y. Hayes, Chief Executive Officer of the New Jersey Commission for the Blind, reported that organizations in New Jersey, Connecticut, New York, and Pennsylvania would be responsible for preparing the copy and meeting the expense of issuance and distribution of the first four numbers of the magazine. It was decided to postpone action with the thought that suitable arrangements for meeting whatever needs existed might be made with the American Foundation for the Blind.

Appropriate mention was made of the deaths of Miss Mary F. Grieve, Mrs. Edward Schuerer, and John Vars, all of Massachusetts.

Group singing at the various sessions was under the direction of Harry Ditzler, a graduate of the entertaining school.

SHELTERED WORKSHOP COMMITTEE

In May, the National Recovery Administration appointed a National Sheltered Workshop Committee which consists of Oscar M. Sullivan, President, National Rehabilitation Association, Inc.; Oliver A. Friedman, Director, Milwaukee Good Will Industries; Peter J. Salmon, Assistant Director, Industrial Home for the Blind; Col. John N. Smith, Jr., Director, Institute for Crippled and Disabled; Edward Hochhauser, President, Altro Workshops, and Rev. Dr. John O'Grady, Secretary, National Conference of Catholic Charities. The purpose of the Committee is to take jurisdiction over all the sheltered employment for the handicapped that is done in the country to the extent of determining whether any workshop is entitled to use the NRA emblem. It is hoped that this work will ultimately make it possible for the sheltered workshops to figure in bids for government contracts. The Committee held its first meeting in Washington on May 16.

LITERARY COMPETITION

IN VIEW of the success of the former Literary Competitions, the National Institute for the Blind, London, England, has decided to run a fourth competition, open to blind persons throughout the world.

Competitors will be divided into three classes: (a) over twenty-one years of age; (b) between sixteen and twenty-one years of age; (c) under sixteen years of age. Prizes amounting in total to £49.10.0 will be awarded to the senders of (a) the best lyrics and (b) the best essays, as follows:

CLASS A—OVER TWENTY-ONE YEARS OF AGE

1. Lyric. On any subject. First prize, £7; second prize, £5; third prize, £2.
2. Essay. On any subject. First prize, £7; second prize, £5; third prize, £2.

CLASS B—BETWEEN SIXTEEN AND TWENTY-ONE YEARS OF AGE

1. Lyric. On any subject. First prize, £5; second prize, £3; third prize, £1.
2. Essay. On any subject. First prize, £5; second prize, £3; third prize, £1.

CLASS C—UNDER SIXTEEN YEARS OF AGE

1. Lyric. On any subject. First prize, £1; second prize, 10s; third prize, 5s.
2. Essay. On any subject. First prize, £1; second prize, 10s; third prize, 5s.

A lyric may be defined for the purposes of this competition as a poem containing not fewer than twelve lines nor more than twenty-four lines, expressing the writer's own thoughts and sentiments in any metrical form.

The essay, too, should be an expression of personal opinion. Careful attention

should be paid to style, and the length should not exceed one thousand words.

The rules for each class are as follows:

1. Winners of a first prize in the first, second, and third National Institute for the Blind Literary Competitions are debarred from receiving a prize in the section for which the prize was awarded, but may enter for that section *honoris causa*, or compete for the prizes in another section.

2. Competitors can enter for either lyric or essay, or both, in the class to which their age entitles them to enter, but only one effort may be submitted in each case.

3. A competitor must take a *nom de plume*, which should be clearly written at the head of the first page of the lyric or essay submitted, together with the date of birth, and must enclose his full name and address in a sealed envelope, bearing on the outside the *nom de plume* which he has chosen, and nothing else.

4. Entries may be handwritten, typewritten, or in braille, but great care should be taken to secure legibility and correctness of phraseology, spelling, and punctuation. The lines of lyrics should not run on, either in script or in braille, but each line should begin on a new line of writing.

5. All attempts must be in the English language, but the Competition is open to certified blind people of all nationalities.

6. Each attempt must be the unaided work of the competitor, and no lyric or essay which has been published in braille or letterpress may be submitted.

7. All entries should be addressed to the General Editor, "Literary Competition," National Institute for the Blind, 224 Great Portland Street, London, England.

8. All entries must reach this address by March 31, 1935.

9. The National Institute for the Blind reserves the right of printing any entry in its own periodicals and of granting permission to reprint in other periodicals.

10. The National Institute for the Blind reserves the right of withholding awards in any class or section if no entries of sufficient merit, in the opinion of the Judge, are received.

Competitors are advised to send their entries in as early as possible, as this considerably facilitates the task of judging and enables the results to be declared without undue delay.

RUG SALESMAN CONVICTED

The following report appears in *The Bulletin*, July 31, 1934, published by the Better Business Bureau of Buffalo, New York:

When City Court Judge George E. Burd, on July 31st, sentenced John L. Toft, 64 years old, an agent for the Industrial Rug Company of Chicago, to three months in the Erie County Penitentiary, a racket that has prospered through its sympathy-exciting appeal was brought to an end.

Claiming his rugs were made entirely by the blind, Toft had succeeded during the past few years in mulcting scores of Buffalo housewives of amounts ranging from 50 cents to \$3.95. Although his order blanks called only for small deposits, the majority of the complainants, interviewed by the Bureau, paid him in full as he represented his commissions would be larger. So cleverly was his appeal put across that many thought from his actions and carriage that he was half blind himself.

When apprehended, numerous original sales receipts were found in his possession. Bureau investigation of these orders revealed that although the deposits were made as long as two years ago, delivery of the rugs had been made only in comparatively few instances.

Judge Burd pointed out that if it were not for Toft's advanced age, the sentence would have been more severe.

Serious criticism and much publicity has been directed against the Industrial Rug Company by Better Business Bureaus throughout the country because of the continued misrepresentations made by it respecting the manufactured products. Bureau investigation resulted several years ago in the Federal Trade Commission issuing a Cease and Desist Order against the Lighthouse Rug Company of Chicago for falsely representing the merchandise. The Industrial Rug Co. are not manufacturers in fact, being merely the sole distributors for the product of the Lighthouse Rug Company. In its findings the Commission pointed out that rugs represented as having been woven by the blind, actually were manufactured by machine. All the facts in the Bureau investigation were turned over to a representative of the Federal Trade Commission who was in this vicinity covering the trial.

BLIND GARDENER AND CARPENTER

Total blindness does not prevent Mr. George Lee, of Derby, England, from being a competent gardener, carpenter, and bird fancier. In his delightful garden fuchsias, honeysuckle, geraniums in boxes, roses, and many other flowers are in bloom, all of which were planted by Mr. Lee. He has laid out the garden into short paths which enable him to get between the beds. An overhead rope line guides him down the central paths of his garden. Trellises covered with honeysuckle and clematis have been made by Mr. Lee in addition to a frame and a wooden windmill. He is now making a miniature wooden castle and plans to make a small cemented pond in the center of the lawn with an island in the middle for the castle. He also has canaries, which are housed in cages he has constructed himself. Mr. Lee has been blind for more than twenty years. He was a molder, and his blindness is the result of molten metal striking him in the eye. He perseveres at his work to set an example to other blind people—From *The Tribune*.

VOLUNTEERS SERVE THE BLIND

The Auxiliary to the Dauphin County Branch of the Pennsylvania Association for the Blind is the direct outgrowth of Harrisburg's First Educational Week for the Blind. It is a unique inter-denominational organization, having a membership of four hundred and fifty, which represents fifteen denominations and seventy-six churches.

The objects of this Auxiliary, as stated in its constitution, are to aid the Association for the Blind, to give relief to the blind in cases of emergency, to provide recreation for the blind, and to sponsor an Educational Week for the Blind. Its only sources of income are membership dues and voluntary contributions.

Executive meetings are held regularly before each public meeting. Five public meetings are held annually in churches secured by the hostess chairman. Programs are arranged by the program chairman, and, since the present chairman is a musician and active as a member of the city's outstanding musical club, she has been able to secure the finest of our artists at no expense. Transportation for all meetings and parties is taken care of by the motor-service chairman.

A June picnic and a Christmas party are annual events. The attendance is large because our blind guests are privileged to bring their families and relatives. A Thanksgiving party will be included this year, to be sponsored by the Jewish group. These events are greatly enjoyed by the guests and include dinners, luncheons, gifts, games, candy, and entertainment. Each denominational group takes its turn in putting on these parties, and they find a great deal of joy in giving them.

No request from the Superintendent of the Association for the Blind has been neglected. Eye glasses, glass eyes, clothing,

food, and fuel have been given as well as cash for "concessions." Ten Talking Book machines (Dauphin County's full quota) have been taken by the Auxiliary, and a committee, with Mrs. L. J. Johnson as chairman, has already secured money for seven.

The Auxiliary has sponsored two very successful sales and exhibits of the handicraft of the blind. In September, of last year, a ten days' sale was conducted in Pomeroy's department stores with blind workers demonstrating their skill. For two weeks prior to Christmas another very successful sale was conducted in a large, empty storeroom in the down-town business section. This room was donated for the purpose, and various church groups served each day. A friendly rivalry between the working groups resulted in unexpectedly large returns. The honor of securing the largest single day's returns went this time to the Episcopalians.

Harrisburg's Third Educational Week for the Blind, which was, for economic reasons and upon the suggestion of the chairman of the Association for the Blind, postponed until December, 1934, will follow the plan of the Auxiliary sales and will be carried through two weeks. Each day's sales will be buttressed with programs, teas, luncheons, etc., each group having the privilege of making its own plans for stimulating the interest of the churches and clubs and in securing new members.

Gratifying as this work has been, much more outstanding, we feel, is the work of the Auxiliary in its constructive program of conservation of vision and its effort to secure sight-saving classes in public schools. Under the supervision of Miss Evelyn Carpenter, of the State Council for the Blind, a special committee of our association made contacts with Parent-Teacher Associations and women's clubs, informing them of the movement and securing their endorsements

and offers of co-operation. Later, the committee approached the school board with a request for sight-saving classes and an offer to assume all financial obligations entailed thereby. The request included better lighting, proper desks, and textbooks in large type. The Board instructed the Superintendent to make a survey of the schools with a view of starting the work.

It is a joy to work shoulder to shoulder with women of every creed and church and to know that we are all striving for the same ideals.

MARY E. PHILLIPS

SCOUTING AT THE ARIZONA SCHOOL

In the Spring of 1933, a group of boys were assembled in the study hall at the Arizona School for the Deaf and Blind, listening eagerly to a talk given on the subject of Scouting. During the organization period at this school, few of us realized that "sales pressure" was a waste of time. Without exception, every boy in that group showed an intense interest in the activities of Scouting and a keen desire to get started. Officials of the local council, however, were quite skeptical of the plan. The deaf boys *might* be able to perform the duties of a good Scout, but just how would the blind boys go about it? It took considerable "palaver" before a charter was finally granted. Even then, it was left to our boys to see if they could carry on the things that their charter stood for.

Only about two months remained of the school year to "prove our mettle." Scouters and assistants agreed upon one thing from the start: no boy was to be pushed through his tests because of his handicap. The requirements for Tenderfoot included a practical knowledge of the various Scout knots, memorizing the Scout oath, slogan, and pledge to the flag, the official handshake, an understanding of the history of the flag,

and a thorough knowledge of the twelve Scout laws. During the next ten days, our teachers began to make complaints. "The boys in the classes," so they said, "can think of nothing but Boy Scouts." In a very short time, we were holding regular meetings and carrying on a very lively program. Advancement was in order, and it was not uncommon to find a boy busily engaged studying or otherwise preparing himself for a higher rank.

In the fall, the boys returned to school with more enthusiasm than ever. All-night hikes were planned, and during the course of the year, the boys entered several state-wide contests, winning first place in two swimming events and fourth place in the Annual Scout Rally.

Many of the boys, who had always been rather quiet by nature and reluctant to take a part in the activities of the school, soon found themselves participating in everything that came along. Teachers began reporting "a very noticeable (and desirable) change" in the behavior of their young charges. In their letters to the superintendent, parents indicated their approval of the Scouting idea as a means of solving many of the problems confronting their youngsters and hoped that the plan would continue from year to year.

Needless to say, Scouting has now become a definite unit of the school. Results were so favorable that a similar organization for the girls was begun, and it, too, has been a very definite help in solving the problems of "institutional living." The boys have plans laid for a log cabin to be built this fall in the near-by mountains. Due to the rapid increase in enrollment at the Arizona School during the past year, it will be necessary to divide the troop into two groups this fall. Instead of doubt and criticism, we now have the enthusiastic support of Scout officials and officers and teachers.

V. A. BECKER

RED CROSS BRAILLE- TRANSCRIBING

Braille-transcribing as conducted by the American Red Cross in co-operation with the Library of Congress has just issued its annual report. In this we find the following items of interest.

During the year, July 1933-1934, there were transcribed by hand and given to libraries 686 titles; these made 2,766 volumes and were presented to 64 libraries, homes, institutions, individuals, etc. Volunteers also bound 1,602 volumes.

A few Red Cross chapters are now able to make duplicate copies of books by what is known as the Garin Process (paper plates), by writing on thin sheets of aluminum, and by the use of a stereotyping machine producing metal plates inter-pointed. From all of these sources, 46 titles were announced during the year, and many copies were placed in different libraries. In addition, hundreds of short stories and greeting cards were printed, put in attractive covers by juniors of the Red Cross, and presented by them to blind children in schools and institutions.

Volunteer transcribers did much to aid students and individuals by copying special texts for them. French, Latin, Spanish, German, Italian, and many other subjects were covered. The report shows that during the year 79 students were aided in this way. These students represented 42 different high schools and colleges which were located in 38 cities, 21 states, the District of Columbia, Hawaii, and the Philippine Islands.

All the proofreading of this hand-copied manuscript is done by blind persons who receive a small compensation for their work. It is estimated that approximately ten thousand dollars was paid in this way to blind persons last year. A number of chapters are now employing blind persons as proofreaders and typists. All such proof-

readers are required to take a special course in training before they can receive employment, and at present there is little prospect that additional proofreaders will be needed.

These figures do not tell the whole story of braille-transcribing for, in countless communities, the Red Cross volunteer transcriber is giving her help to the blind about her in a social and friendly way, securing employment for them and assisting in every local movement for the welfare of the blind.

"MOVIES" FOR THE BLIND

The possibility of film exhibitions for the blind as a commercial proposition seems to be opened up, according to the *Daily Film Renter*, by an experiment which has been carried out under the auspices of Gaumont-British Company in several towns in the north of England and Scotland. In these towns a performance specially for blind audiences has been given of the film *I Was a Spy*.

The scheme has been devised by Mr. W. H. Fisher, the Gaumont-British Company's sound engineer for the northern area who himself delivered the commentary describing the action at the first performance at Leeds from a special compartment in the auditorium. Spoken into a microphone and amplified to the strength of the sounds coming from the screen, it described the changing scenes and covered the gaps in the dialogue. The description was not overdone and avoided clashing with screen sounds.

It is suggested, if the scheme proves of commercial value, certain seats should be equipped with earphones connected to a microphone, by which means blind persons can follow the progress of the film without interfering with the enjoyment of the remainder of the audience.

—Reprinted from THE NEW BEACON

NATIONAL SOCIETY ANNUAL CONFERENCE

The Annual Conference of the National Society for the Prevention of Blindness will be held in New York City December 6 to 8. Dr. Edward Jackson, of Denver, Colorado, dean of American ophthalmologists, will deliver the principal address on the subject, "A Wide Basis for Blindness Prevention." Dr. Jackson was the first recipient, in 1925, of the Leslie Dana Gold Medal which is awarded annually for outstanding achievements in the prevention of blindness and conservation of vision.

Among the topics that will come up for discussion at the Conference will be the causes of blindness, sight-saving classes for children with seriously defective vision, prevention of eye accidents, and prevention of pre-natal infections which may cause blindness.

HADLEY SCHOOL FACILITATES PURCHASE OF TALKING BOOKS

In an effort to be of service, the Hadley Correspondence School for the Blind will assist a limited number of applicants to buy Talking Book reproducing machines.

This assistance will take the form of permitting a small number of blind people who can comply with the few reasonable requirements laid down by the School to get machines and pay for them over a period of several months. The machines will be sold by the Hadley School to the blind at whatever price the Hadley School is charged by the manufacturer, and the purchaser will be required to make a small initial down-payment and will be allowed to spread the balance of the purchase price over ten months or less.

For further particulars of this offer, address the Secretary of the Hadley School, Mr. Alfred Allen, 584 Lincoln Avenue, Winnetka, Ill.

NEW YORK FEDERATION CONFERENCE

At the invitation of the Central Association for the Blind, the New York State Federation of Workers for the Blind, Inc., will hold its biennial conference this year at Utica on Friday, November 16. It is planned to hold a one-day meeting to which all those interested in work for the blind in New York State and elsewhere are invited. The Federation functions as a conference group made up largely of executive and staff workers of various organizations.

REHABILITATION CONFERENCE

The annual conference of the National Rehabilitation Association was held in Louisville, Kentucky, October 14 to 17. The headquarters for the convention was the Brown Hotel. Among the speakers who appeared at this time were Dr. Ben Wood of Columbia University, who discussed vocational advisement of the handicapped, and Dr. E. Stagg Whitin, sociologist of New York, who gave an address on the place of the handicapped and the disadvantaged in our economic system.

CIRCULATING LIBRARY ESTABLISHED

The women of the Episcopal Church in the Far West have established a circulating library of religious books in braille which they gladly lend to any interested reader. Mrs. G. F. Weld, of Santa Barbara, California, and Mrs. Irving Baxter, of St. Helena, California, are the committee in charge of this project. *The Spirit of Missions* is transcribed each month, and a few other books of devotions and meditations are in the collection. Inquiries and requests should be sent to Miss Mary Melvin, 1412 20th Street, Sacramento, California.

OUTLOOK FOR THE BLIND

125 East 46th Street, New York City

*Please send in promptly notice
of change of address, giving
both old and new; always state
whether the change is tempo-
rary or permanent*

SUBSCRIPTION PRICE \$2.00 PER ANNUM

COPYRIGHT, OCTOBER
1934

MUST PRIVATE PHILANTHROPY DIE?

The recent rapid increases in government expenditures for relief and employment and the widening scope of governmental welfare activities have led some people to believe that the day of the privately supported agency is over. A few social workers have even been heard to say confidently that "in ten years, all welfare work will have been taken over by the government."

There is, however, some reason to doubt the truth of this prophecy. It has long been recognized that new welfare activities and social services are usually initiated by privately supported organizations (often on an experimental basis) and taken over by government agencies after their value has been demonstrated to the community. And, since all social changes, even for the better, bring new problems in their wake and new need for research and experimentation, it seems likely that this function of the private agency will not soon be discarded.

Moreover, modern social work is built around the social treatment of the individual—a process involving long and intensive case work, with procedures adapted to the particular needs of the client. In no field of social endeavor is this emphasis on the individual more important than in the work for the blind, where the home teacher or

field agent must deal with hundreds of clients who have almost nothing in common except their handicap. It will not be for a long time—if, indeed, it ever comes to pass—that governmental agencies will be in a position to give this intensive and individualized personal service on a comprehensive basis.

It would seem, then, that privately supported philanthropic organizations are in no present danger of being outmoded, but rather need and deserve public support as much as ever. True, they may find it advisable to alter their programs somewhat, leaving most of the relief-giving to the agencies supported from public funds and concentrating on the social adjustment of the client, rather than on direct material aid. But is not this a gain since it affords the private agencies an opportunity to build up field service of high quality and to initiate new activities for which funds have not hitherto been available.

Such a program, however, depends primarily upon continued financial support given by the public to the constructive private agencies. It is to be hoped that that support will be forthcoming, and that the community, far from saying, "Charity is no longer our responsibility," will cry instead: "Let us seize this opportunity to advance. Let us give more!"

The object of every worker is to help the blind to lead a normal life, to recognize their limitations in a natural way, as a lame man recognizes that he cannot run a race, to help them to mix with other blind people, but also with the sighted; to teach them to train themselves to do well the many things they are able to do well and not to do the things they cannot do well; above all to help them not to think of themselves as "blind in a blind world."—From the HANDBOOK ON THE WELFARE OF THE BLIND IN ENGLAND AND WALES.

FOUNDATION ACTIVITIES

News notes of the current activities of the American Foundation for the Blind

NEW FOUNDATION BUILDING

Work is well under way for the Foundation's new home on West 16th Street in New York City (see Frontispiece). The building includes three stories and basement with ample provision for housing not only the Foundation offices but the braille shop and Talking Book studio also.

The building is the gift of Mr. M. C. Migel, President of the Foundation and long known as a warm friend to the blind.

FOUNDATION TRUSTEE ELECTED

Mr. Stetson K. Ryan, Executive Secretary of the Connecticut Board of Education of the Blind, has been elected a trustee of the Foundation to represent directors and superintendents of workshops and industrial homes for the blind.

ANNUAL MEETING

The Annual Meeting of the American Foundation for the Blind, Inc., was held at the offices of the Foundation in New York City, June 15, 1934. Mr. M. C. Migel, President of the Foundation was in the chair.

Trustees nominated by professional members and elected at this meeting were: Dr. Olin H. Burritt, Philadelphia, Pennsylvania, representing trustees, superintendents, principals, and teachers of residential schools for the blind; Mr. George F. Meyer, Minneapolis, Minnesota, representing supervisors and teachers of classes for the blind and partially blind in schools for the seeing; Mr. Carl H. Milam, Chicago, Illinois, representing librarians and library departments for the blind; Dr. Edward E. Allen, Cambridge, Massachusetts, representing technical heads of embossing plants and departments; Mr. William Fellowes Morgan, New York City, representing

officers and agents in work for prevention of blindness and conservation of vision; Mr. M. C. Migel, New York City, representing state commissions and members of boards of directors and executive officers of associations doing state-wide work, etc.; Mr. Stetson K. Ryan, Hartford, Connecticut, representing directors and superintendents of workshops and industrial homes for the blind; Miss Prudence Sherwin, Cleveland, Ohio, representing officers of clubs for the blind, city-wide and special work, etc.; Mrs. Homer Gage, Worcester, Massachusetts, representing placement agents, field officers, heads of departments, home teachers, social workers, etc.; and Mr. Charles W. Lindsay, Montreal, Quebec, representing agents doing charitable work for the blind and partially blind, relief agents, etc.

The following trustees-at-large were elected: Mr. W. O. Briggs, Detroit, Michigan; Dr. Otis W. Caldwell, New York City; Mr. William Nelson Cromwell, New York City; Mr. Harvey D. Gibson, New York City; Mr. Craig B. Hazlewood, Chicago, Illinois; Miss Mary V. Hun, Albany, New York; Dr. Helen A. Keller, Forest Hills, New York; Mr. H. R. Latimer, Pittsburgh, Pennsylvania; Mr. George MacDonald, New York City; Mr. G. A. Pfeiffer, New York City; and Mr. William Ziegler, Jr., New York City.

TALKING BOOK

It is expected that the entire group of Talking Book titles ordered by the Library of Congress will be delivered to the various distributing libraries by the end of this month. The American Foundation for the Blind is working at top speed to supply the ever increasing demand for Talking Book

Reproducing Machines. At the present time, orders are being filled at approximately three to four weeks from the time they are received.

A concerted effort is being made by friends of the blind in various states to get as many Talking Book machines as possible into the hands of blind people. With increased use of the Talking Book libraries, the collections of Talking Book literature will grow at an increasing rate.

BRAILLE TYPEWRITER

Approximately five hundred new American Foundation for the Blind braille typewriters have been supplied by the Foundation to braille transcribers, organizations, agencies, and individuals. These writers have been sent to practically every state in the Union and to many foreign countries.

Due to the fact that the first five hundred writers were sold much more quickly than had been anticipated, some time will elapse before the Foundation will be able to effect any further delivery of machines. An order for an additional supply of writers has been placed with the manufacturers, L. C. Smith and Corona Typewriters, Inc.

Individuals desiring new braille typewriters for future delivery may place their orders now. At the time of shipment requests for machines will be filled in the order in which they have been received.

Following are two letters typical of many received concerning the new writer: "Last week I received my braille writer, and it was all anyone would expect in a machine of that type. Besides being practical and economical, the machine performs efficiently and operates with perfect simplicity." "The braille writer and case arrived yesterday morning in excellent condition. I believe this writer to be the last word in machines of this type, certainly there is no comparison between it and the older ones. It would be my sincere wish

that all blind boys and girls trying to secure an education could be equipped with one."

SCHOLARSHIPS AWARDED

The American Foundation for the Blind announces the award of scholarships for the academic year 1934-35 to the following sightless students:

Renewals: B. C. Bailey, Bosco, Louisiana; Miss Mamie Davidow, Millville, New Jersey; James C. Estridge, Mount Holly, North Carolina; Miss Bobbie Lott, Seminary, Mississippi; Dale C. Powell, Columbus, Ohio; Sydney Roseman, Philadelphia, Pennsylvania; Weldon Slater, Zanesville, Ohio; Miss Lucy Dent Smith, Miami, Florida; John F. Wilcox, Batavia, New York.

New Scholarships: Miss Mary Elizabeth Garrison, Nanticoke, Pennsylvania; Dallas William Lynn, Durham, North Carolina; Miss Elizabeth Mackie, Moxee City, Washington; Mrs. Prudence Taylor Patterson, New York, New York; George Raymond Reed, Washington, D. C.

COMMITTEE ON ADULT HANDICAPPED

A meeting of the Special Committee on Adult Handicapped of the General Federation of Women's Clubs was held at the Foundation offices on September 29. Among the subjects discussed were: the employment of handicapped workers under the "sub-standard" provision of the NRA codes; the possibility of opening Federal Civil Service positions to handicapped workers to a greater extent than at present; the number of handicapped and the definite increase in this number since the depression; sociological studies to be made by the government of those who are employable among the unemployed in eighty-three cities; the state-use market; the problems of sheltered workshops; and subsistence homesteads.

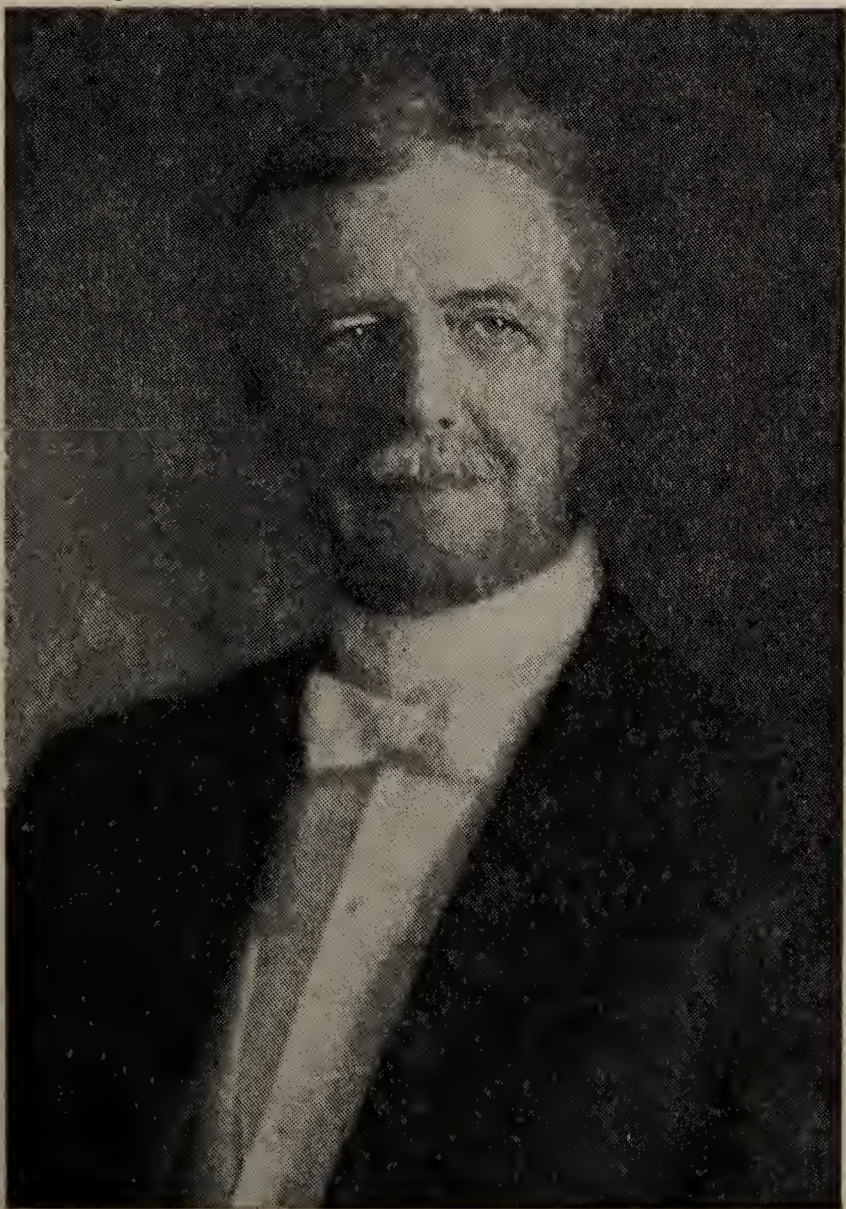
APPOINTMENTS

SUPERINTENDENT OF MAINE INSTITUTE

Mr. James F. Macy, of Portland, Maine, was recently elected Superintendent of the Maine Institution for the Blind, thus filling the position left vacant by the death of Mr. Millard W. Baldwin.

Mr. Macy is well known in business and civic affairs of Portland. For a number of years he was treasurer of the Williams Manufacturing Company, later occupying the same position for the General Rackette Co., Inc. During the last few years, his time has been mostly occupied with real estate.

One of Mr. Macy's major interests is music. After finishing school at New Bed-



James F. Macy

ford, Massachusetts, he devoted two years to the study of music. Since that time, he has served as president of the Haydn Association of Portland and of the Maine music Festival. He has sung in various church choirs and is at present a member of the Portland Men's Singing Club and the Men's Club of State Street Church.

Work for the blind has long interested Mr. Macy, and he brings to his new post an enthusiastic and sympathetic interest. He is assisted in his duties by Mr. William Lynch and Mr. William J. Ryan, both of whom have been associated with the Institution for a number of years.

APPOINTMENT OF MRS. CAMPBELL

Mrs. Mary Dranga Campbell, who has for the past year and a half been Director of the Department for the Blind and the Crippled of the Brooklyn Bureau of Charities, recently resigned from that organization in order to accept an appointment as Executive Director of the Division for the Blind of The Seeing Eye of Morristown, New Jersey, the school for educating blind men and women to the use of dog guides.

The varied character of Mrs. Campbell's work for the blind during the past twenty-five years has given her a rich background of experience peculiarly adapted to the rehabilitation work she will carry on in her new position. Among other positions she has held have been those of Assistant Superintendent of the Ohio State School for the Blind, Executive Director of the Pennsylvania State Council for the Blind, and Executive Director of the Missouri Commission for the Blind.

NEW SUPERVISOR OF PENSIONS

On May 1, Miss C. Marion Kohn was appointed Supervisor of Pensions for the Blind of the County of Philadelphia. For a sketch of Miss Kohn's career, see page 163.

NECROLOGY

HERMAN M. IMMELN

The death of Mr. Herman M. Immeln, Director of Social Service of the New York Association for the Blind, occurred at Oakland, Maine on September 28. Mr. Immeln had spent the last ten years of his life in the service of the blind. Coming to New York City in 1925, he became connected with the New York Association as Assistant Field Agent, and later, upon the death of Mr. William I. Scandlin in 1927, he became Director of Social Service. He was President of the Blind Men's Club of New York City and last year was elected President of the American Association of Workers for the Blind.

Mr. Immeln was born in Milwaukee, Wisconsin thirty-nine years ago, but at an early age, he moved with his family to Hartford, Connecticut. As a result of two successive accidents, he became totally blind at the age of twelve and thereafter entered the Connecticut Institute for the Blind. After two years there, he completed a high school course at Perkins Institution, remaining later for the Normal Course. At the same time, he studied both piano and organ and completed a practical course in the tuning and repairing of pianos.

In 1920, he entered Trinity College at Hartford. In order to pay his way through school, he conducted a class in piano teaching and directed his own dance orchestra. He finished the four-year college course in three years, carrying on at the same time several extra-curricular activities. Baseball and football interested him a great deal, and at one time he was a shot-putter on the college track team. He further distinguished himself by winning the Terry Fellowship, the highest honor of Trinity College. As a result of winning the fellow-



Herman M. Immeln

ship, he was able to attend Harvard University, where he took his master's degree in social ethics and economics. Immediately upon finishing his course, he came to New York City and established himself with the Lighthouse.

ROY FRANK

On June 3, Mr. Roy Frank died at his home in Cincinnati. For several years Mr. Frank had been Librarian in charge of the Department for the Blind in the Cincinnati Public Library.

MRS. CALVIN S. GLOVER

As we go to press, comes the news of the death of Mrs. Calvin S. Glover, who was killed in an automobile accident near Cincinnati, October 14. Mr. Glover and their daughter, Kate, were seriously injured but are reported to be doing well. The sympathy of the OUTLOOK goes out to Mr. Glover and the family in their bereavement.

EDWARD M. VAN CLEVE HONORED

On June 4, the honorary degree of Doctor of Laws was conferred on Mr. Edward M. Van Cleve, Principal of the New York Institute for the Education of the Blind, by his Alma Mater, Ohio Wesleyan University. The citation used in conferring the degree is as follows:

EDWARD MARLAY VAN CLEVE:

A noble gentleman, an educator who has used his gifts and his training for the education of those who are blind, one who has given himself so completely to this service that he has come to be recognized as among the first in the land in promoting and directing work for the amelioration, the education, and the direction of the blind.

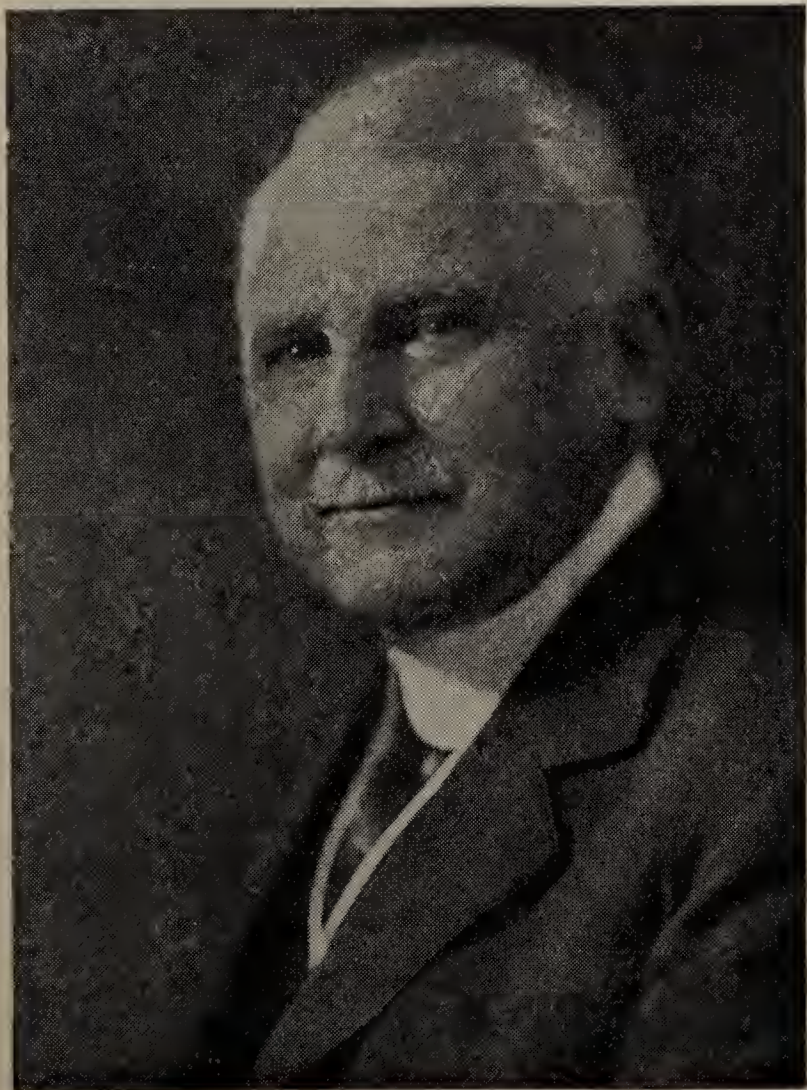
Mr. Van Cleve has been actively engaged in work for the blind since his appointment as Superintendent of the Ohio State School for the Blind in 1907. Prior to that time he had devoted his time to educational work for the sighted, occupying the chair of Greek and Latin in the Twin Valley Col-

lege, Germantown, Ohio, and acting as school superintendent in various cities in Ohio. He was for four years an officer of the Ohio Teachers' Association. In August, 1914, Mr. Van Cleve left the Ohio State School to accept an appointment to the principalship of the New York Institute for the Education of the Blind, which position he has since occupied.

Dr. Van Cleve has manifested a deep and constructive interest in many fields of work for the blind. In 1915, he took an active part in the formation of the National Society for the Prevention of Blindness and became its first Managing Director. On resigning from this position in 1924, he continued his interest as a member of the Executive Committee. Because of his "outstanding achievements in the prevention of blindness and the conservation of vision," he was, in 1931, awarded the Leslie Dana Gold Medal, an annual award offered by Leslie Dana of St. Louis.

MRS. GUY CAMPBELL RETIRES

The retirement of Mrs. Guy Campbell, Principal of the Royal Normal College for the Blind, Upper Norwood, England, was announced at the annual prize festival at the College on July 3. Mrs. Campbell first became associated with the Royal Normal College in 1887, at which time she served as a teacher, leaving after six months to take a position in a school for the sighted. Returning to the College a year later, she married Mr. Guy Campbell, then one of the chief teachers. Subsequently he became vice-principal. In 1912, on the retirement of his father, the late Sir Francis Campbell, founder of the College, Mr. Campbell was appointed principal. Mrs. Campbell was associated with her husband's work, and on his death in February, 1929, became principal, in which capacity she has served until the present time.



Edward M. Van Cleve

FOREIGN NEWS

ENGLISHMEN HONORED

The inclusion of Captain Ian Fraser, C.B.E., M.P., Chairman of St. Dunstan's, in the list of knighthoods conferred by the King in the recent Birthday Honors has been received with widespread satisfaction among blind people. Sir Ian Fraser is especially known for his work as Chairman of St. Dunstan's and his unremitting care for men blinded in the War, but he is also known for his interest in the civilian blind, who owe very largely to his efforts the Wireless Telegraphy Act, 1926, entitling blind persons to free wireless licenses, and the Blind Voters' Act, 1933, enabling blind persons to vote.

Among those recently ordained by the Bishop of Bristol, was Mr. A. G. Ringwood, who is now serving his first curacy in Bristol where he was for some time honorary organist and choirmaster. Mr. Ringwood, who has been blind all his life, was educated at Worcester College and Bristol University from which he graduated B.A., taking honors in English, subsequently going to London where he obtained his A.K.C.

EMPLOYMENT IN YUGOSLAVIA

Mr. Velyko Ramadanovitch, Director, Institute for the Blind of King Alexander I, Zemun, Yugoslavia, writes as follows:

As Yugoslavia is an agricultural country and our blind people are mostly peasants, we teach them agricultural science as well as the handicrafts. After school, we send them back to the country where they can give their suggestions and advice to the sighted farmers. At the same time, they can earn something with the handicrafts they have learned in our Institution. As they have their own little farms, their living is not as hard as for the blind people who are constrained to live in towns. On account of

the great financial depression and the general impoverishment, it has become very hard to secure for the latter a comfortable, independent life. Therefore, we have found it necessary to group them in homes where they can live and work during their lives.

Two months ago we began to build two pavilions for blind people. These will accommodate about four hundred blind persons, two hundred men and two hundred women. The occupants will be lodged quite separately and will have co-operative workshops, where they will work and earn their living. The State will buy raw materials for the workers at the cheapest prices and will take charge of the selling of their products. Our blind people will practice there the same handicrafts they have learned, or will learn, in our Institution—"opanka"-making,¹ shoe-making, brush- and basket-making, etc.

I hope that our homes will be ready by November 1 of this year, and many blind people will find there a real home.

I am of the opinion that on account of the present depression everywhere in the world, it is nearly impossible to secure employment for the blind in private, commercial, and industrial organizations. Especially is this true since there are so many thousands of sighted people looking in vain for work.

ESPERANTO CONGRESS IN SWEDEN

Mr. Harald Thilander, Secretary, International League of Organizations of the Blind, writes from Stockholm as follows:

We had a successful Congress of blind Esperantists. There were one hundred and six Esperantists living together in the Royal Institution for the Blind at Tomtebodan, close by Stockholm, fifty-nine representatives from abroad and forty-nine Swedes, making eighty blind persons and twenty-six seeing guides in all. Eleven nations were represented. A number of papers on various subjects concerning work for the blind were given, and many sugges-

¹ *Opanke* are the footgear worn by Yugoslavian country-people. They are made of strong leather, the upper and lower parts being tightly joined by leather strips. With less than a year's practice, a blind man can make these just as well as any seeing person.

tions for discussion were received. The International League of Organizations of the Blind had its second general meeting in connection with the Congress. The League is made up of seven national organizations of the blind, namely those of Finland, Poland, Bulgaria, Hungary, Czechoslovakia, Spain, and Ireland. We have Esperanto for our only means of international communication. *Esperanta Ligilo* is our official organ.

CLASSES IN MASSAGE IN RUSSIA

In 1932, Professor P. I. Tchistiakoff organized a course in massage for the blind at the Perm (Ural) General Hospital. Because of the need for individual instruction, the class was confined to seven students between the ages of eighteen and thirty-six years. The technic of medical massage was taught to the students only after they had had a preliminary course in anatomy and other medical subjects. At the end of one year, they practiced massage, first on each other, and then on patients of the neurological and physiotherapy departments. Upon graduation, some of these students were accepted in various hospitals.

As a result of the success of this class, Professor Tchistiakoff came to the following conclusions:

1. Medical massage can be taught easily to blind people of normal capacities.
2. Courses for the blind in medical massage should be organized preferably at training schools for nurses.
3. The number of students should be limited according to the number of hospitals in a given region in order to make certain that the blind masseurs will be employed upon graduation.

From Russia also comes the news that embossed maps for the use of the blind are being published, also globes in relief, forty

centimeters in diameter. Sight-saving classes, which have been established for some time in Leningrad, are now being extended to other cities.

MONSIEUR GUINOT HONORED

On April 28, at the annual national congress of the *Fédération Nationale des Aveugles Civils*, the insignia of Chevalier of the Legion of Honor was presented to Monsieur Paul Guinot, president and founder of the *Fédération*, in recognition of his service to the blind. Monsieur Guinot will be remembered as one of the delegates to the World Conference in New York in 1931.

PENSION FOR BLIND IN SWEDEN

Sweden now has a pension for the blind. On March 21, 1934, a law providing pensions for the blind was passed unanimously in both Houses of Parliament. The law will be effective beginning January 1, 1935. From that day each blind person in Sweden will receive an annual pension of five hundred kronor (about \$125).

FREDERICK DELIUS

Frederick Delius, the great British composer, died at his home near Paris June 10. His musical career in England is closely associated with that of Sir Thomas Beecham, who as conductor of the New Symphony Orchestra in 1907 presented the orchestral works of Delius, and later, in 1929, organized a festival of six concerts of the composer's works. It was this latter presentation that was instrumental in affording Delius the recognition that had long been denied him. In his last years, hampered by blindness and paralysis, the composer continued his work through the help of a young Yorkshire musician, who acted as his amanuensis.

BULLETIN BOARD

News items from agencies for the blind in all parts of the country are desired for these pages. All manuscripts should be in the Editor's hands four weeks before the date of publication.

Utah Commission for the Blind—A one-act play, *Just Suppose*, was prepared by sightless members of a dramatic class at the Civic Center and presented for the first time Saturday evening, June 8, at the *Salt Lake Tribune* auditorium. The outstanding feature of the entire production was the fact that the play itself, the accompanying songs, and incidental music were written by members of the blind company. The success attendant upon this first presentation was such that the members of the cast were encouraged to take the play to Idaho Falls and there present it to the Utah-Idaho Lions Clubs District Convention.

Pennsylvania Association for the Blind (Pittsburgh Branch)—The Pittsburgh Club for Blind Men sponsored a river excursion the evening of Saturday, July 7. The purpose of the excursion was to create a fund to enable blind employees of the Pittsburgh Branch of the Pennsylvania Association for the Blind to purchase Talking Book machines.

Toledo Society for the Blind—On June 9, the annual picnic for the blind was given by the City Union of King's Daughters at Walbridge Park. The morning was occupied with boat riding on the river, and in the afternoon, all the concessions were open free to the blind and their guides. One hundred and ninety people participated in the picnic.

Pennsylvania Institution for the Instruction of the Blind—The opening of the school term was preceded by the Convention for Home Teachers and Associates of the Eastern States, September 4, 5, 6 and 7. This was exceptionally well attended and was recorded as having been most successful in its many phases. . . . As Overbrook acknowledges the retirement of Mrs. Elinor Moon, Mrs. Harry Lynne, of the lower school; Miss Mary Weber, housemother of the senior girls; and the withdrawal of Miss Ruth

Sargent from the research department, to assume duties as Secretary to the Pennsylvania Association of the Blind (Philadelphia Branch) and Supervisor of the Home Teaching Society, it welcomes to the lower school, Mrs. Elizabeth Cannall, of the Schools for the Blind, Vancouver, Washington, and Salem, Oregon; Miss Marian Hanrahan, a graduate of Bridgewater Teachers' College and the Harvard Course of Perkins Institution; to the upper school, Mr. Lewis D. Cannall, previously an instructor in the Oregon State School and Bealey Military Academy; to the library, Miss Florence De Luca, a graduate of the Harvard Course and a former assistant librarian of the Boston Public Library; to the department of psychology, Miss Helen A. Peack, a graduate of Mt. Holyoke College; to the senior cottage, as housemother, Mrs. Minnie Farley, formerly at the New York Institute for the Blind. . . . The Third Annual Meeting of the Pennsylvania State Conference for the Education of Exceptional Children at Harrisburg, September 28 and 29, was attended by an enthusiastic representation of all departments of instruction and administration. . . . Our fifteen-year-old deaf-blind student, Joseph Iannace, spent six weeks at the home of his teacher, Mrs. J. Hershey Keene, Quarryville, Pa., furthering his education in an atmosphere of country life during the summer months.

The Seeing Eye, Inc.—In recognition of her work in developing canine intelligence to serve mankind, Mrs. Harrison Eustis, President of The Seeing Eye, was awarded the honorary degree of Master of Science by the University of Pennsylvania at its 178th Annual Commencement ceremonies on June 20. This is but the third time in its history that the University has awarded an honorary degree to a woman.

Chicago Public Library, Department of Books for the Blind—The collection of books has been moved from the main library building to the

Frederick H. Hild branch, 4536 Lincoln Avenue. All requests for books, periodicals, and music should be sent to the above address.

Topeka Association of Blind for Service—A class in book reviews and current events has been opened to the Association during the coming fall and winter. The studies will be in the form of lectures. . . . A gift of a Talking Book has been made to the Association by the Colonial Dames of Kansas.

Arizona State School for the Deaf and the Blind—The enrollment of the Department for the Blind of the Arizona School has been increasing steadily during the last few years. Both Superintendent Robert D. Morrow and Dr. Louise Wilber, Supervising Teacher of the Department, have conducted an active campaign to inform the community concerning the school and its opportunities for blind children. . . . New equipment is constantly being added to the school. Various Parent-Teacher Associations have supplemented the school library with recreational books. Boy Scout and Campfire groups have been organized, and both boys and girls participate in the work with enthusiasm. . . . Several additions have been made to the curriculum. A new course in speech correction, elective to blind pupils of all ages, is being offered this year. Dancing and Spanish are also being given.

The Piney Woods Country Life School—The latter part of May blind students of Miss Martha Morrow's class gave an entertainment consisting of plays, songs, athletic games, musical numbers, and recitations. The presentation, though difficult, was carried out very effectively. Senator Adams, the head of the Mississippi Commission for the Blind, spoke in behalf of the state and its interest in the Piney Woods school.

The American Brotherhood of Free Reading for the Blind—The American Brotherhood announces the establishment of a branch office and central headquarters in Chicago with a view to enlarging the scope of its nation-wide services to the blind. While devoted primarily to publishing braille literature, the Brotherhood now seeks to do something toward providing home

employment for the sightless, furnishing them with materials when necessary, and handling their products without profit to the organization. Despite certain difficulties, brought about because blind workers are so isolated and their products so diversified, the effort is proving worth while. Home-made articles are already being received from the blind in Alabama, Illinois, Indiana, Massachusetts, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, Ohio, Texas, and West Virginia. Interest is growing in the *All Story Braille Magazine* which has a wide circulation in the United States and in seventeen foreign countries. To meet the increasing demand, a larger edition is required each succeeding month. This magazine, like all other publications and services of the Brotherhood, is available free to the blind.

Canadian National Institute for the Blind—The Fourth Biennial Canadian Conference on Social Work was held in Hamilton, Ontario, from May 29 to May 31 inclusive. Representatives of welfare organizations from across Canada were in attendance. . . . Annual tag days were held in Toronto, Hamilton, Sarnia, Belleville, and Kingston during the early part of May. They were, without exception, unusually successful, in most cases the proceeds far exceeding last year's. . . . On May 5, the Merchants' Association of the C.N.I.B. held their annual banquet in the auditorium of Pearson Hall. The Merchants' Association closed its fourth year with total sales through its wholesale department approximating \$90,000. The operators of concession stands who make up the membership of this Association received nearly \$7,300 in net profits after all expenses of the department were paid. These profits were in addition to the retail profits in their stands.

Iowa Commission for the Blind—The Iowa State Commission held its annual six weeks' summer school in the buildings of the Iowa School for the Blind at Vinton. Unlike some states where the adult summer school is a part of the work of the regular school, the Commission finances the school entirely from its appropriation. The buildings are loaned by the Board of Education, and Mr. F. E. Palmer, Superin-

tendent of the School for the Blind, gives his services in organizing it. There were forty in attendance this year, ranging in age from twenty-two to seventy-five years. Two men of seventy-five learned their braille letters and are carrying on at home. One of them also learned to type. . . . The Commission sponsored a working exhibit at the state fair the week of August 20. The exhibit consisted of a sightless man making doormats, one caning chairs of various kinds, one making brushes, and a young girl reading braille.

Florida Association of Workers for the Blind—In April, the members of the Miami Lighthouse for the Blind formed a club which they have named the Blind People's Club. Quoting from their Constitution, "the object of this Club shall be to stimulate social and intellectual culture in its members, to advance the cause of the blind in every way, and to co-operate with the State Association when such co-operation shall be mutually desirable." Officers of the club are: J. Jones, President; Mrs. A. G. Gleason, Vice-president; John W. Majors, Treasurer; and Miss Bessie Sikes, Secretary.

At the first meeting, members of the organization heard a demonstration of the Talking Book presented to the Florida Association of Workers for the Blind by Mr. Milton Morgenthau of Miami and Chicago. . . . "Thumbprint" sketches in braille are now available at the Miami Lighthouse for the Blind through the courtesy of Mrs. A. T. Foster, Braille Chairman of the Dade County Chapter of the American Red Cross. Booklets now on hand, the first of a series, include *Pig in a Panic*, *Trapping Crooks with Knots*, *Thomas Lowell*, *Nut Cracker Extraordinary*, *Shakespearian Tidbits*, *Scared Stiff*, *Harnessed Moonbeams*, and *American English*.

Michigan School for the Blind—A summer school for teachers was conducted at the Michigan School under the guidance of Miss Margaret Soares, a teacher in the Detroit Schools and a graduate of the Harvard Course on Education for the Blind. All teachers of the school took the summer course, as well as teachers from Jackson, Detroit, and Grand Rapids public schools. The course comprised two phases of

teaching the blind, a course in methods and a course in the education of the blind, going into the background historically, psychologically, etc.

Braille Institute of America, Inc.—The first magazine in Moon to be printed in America has recently been launched by the Braille Institute. This magazine, *New Moon*, comes out monthly, carrying to its readers a digest of world news, an up-to-date chronicle of political events, some humor, household helps, and an occasional short story. In the months of June and December, 1933, a specimen edition of this magazine was published for circulation among Moon-type readers to measure the demand that exists for such a periodical. By January, 1934, more than two thousand elderly persons, in widely separated parts of the country, were located; and with the securing of further funds, the circulation of *New Moon* will be extended to all who desire to benefit by the publication.

The first book ever published in America in Moon type was released by the Braille Institute in midsummer of this year. It was *Dear Enemy*, by Jean Webster, published for the Library of Congress under the federal appropriation made available through the Pratt-Smoot law. *Precious Jeopardy*, a Christmas story by Lloyd C. Douglas, is now being sponsored in Moon as well as braille by the Braille Institute, to be ready for delivery in November.

Perkins Institution—Seven marriages and a few resignations to accept other work accounted for a dozen changes in the staff at the opening of Perkins Institution for its one hundred and third year on September 11. Four of those married left the service of the Institution, while three continue their duties. Three of the new members of the staff are matrons of cottages, three are in the department of personnel, and six are teachers. In the department of personnel, the new workers are: psychologist, Dr. Elizabeth M. Hincks, graduate of Vassar, A.M. and Ph.D. from Radcliffe, for two years a student in the clinics of Europe, doing work chiefly under Jung, for several years director of the Wayne County Clinic of Child Study in Detroit, and author of several publications in her field; secretary, Miss Janet Cairns; graduate of Smith College with honors in sociology, and a

member of last year's Harvard Class; field worker, Miss Ruth Douglas, psychiatric social worker, graduate of Simmons College School of Social Work. New teachers are: Miss Ruth Stackpole, exchange teacher for the deaf-blind department, who has completed the Harvard Course, specializing in work with the doubly handicapped, and the normal course of the Clarke School for the Deaf; Miss Virginia Cole, teacher in the girls' manual training department, who is a graduate of Middlebury College and School of Occupational Therapy; Mr. David Abrahams, former teacher in the Royal Flying Corps Training School, who will teach in the boys' manual training department; Miss Jean Parks, graduate of Beloit College and the Harvard Class, who will teach in the girls' primary; Mrs. Elsa Martz, graduate of the University of Chicago, in the girls' primary; and Miss Elizabeth Hart, graduate of the New England Conservatory of Music, who will teach in the music department. During the coming year, Miss Elsie H. Simonds, for twenty-six years teacher in the girls' upper school and now principal, will be on a year's leave of absence. Both boys' and girls' upper schools will be under the direction of Mr. Francis M. Andrews, Jr., principal of the boys' school, assisted by Miss Mary H. Ferguson, head of the commercial department, who will act as supervisor of girls.

New York State Commission for the Blind—At the request of the agencies for the blind of

Brooklyn, the Commission has undertaken a survey of the services and opportunities available to the blind of Brooklyn. Mrs. Richard Cadbury has been appointed director of the survey and will also complete the work of the census of the blind of Brooklyn made last Spring.

Virginia School for the Blind—The pupils of the Virginia school earned a total of \$760 in summer projects. Their activities included raising turkeys, caning chairs, selling toilet goods, and playing in a jazz orchestra.

Minnesota State Organization of the Blind, Inc.—At the behest of the Minnesota Organization, white cane ordinances were passed last year in the city councils of Minneapolis and St. Paul, providing, first, that blind persons only may carry white canes, and second, that any person carrying such cane is allowed free passage through street traffic, and such traffic must come to a halt. Just recently the Lions Club of Minneapolis presented white canes to the Minnesota State Organization to be distributed to the blind of Minneapolis.

Colorado State Commission for the Blind—On June 2, Mrs. Lucy F. Hall was appointed to succeed herself as a member of the State Commission for the Blind for a term of five years. . . . At the annual election of officers held on June 19, Dr. Edward Jackson was re-elected president, and A. E. Carson was elected secretary for the coming year.

FORM OF BEQUEST

I give and bequeath to the American Foundation for the Blind, Inc.
125 East Forty-sixth Street, New York, N. Y., the sum
of _____ Dollars
for the general use of said corporation.

(Signature)

(Address)

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind.

The Advisory Committee on the Welfare of the Blind, Ministry of Health, England, has just issued a *Report of the Sub-Committee on Marketing and other Matters Affecting the Employment and Vocational Training of Blind Persons*. Besides various problems concerning the marketing of blind-made products, this report deals with the management of workshops involving, among other things, the homemaker's scheme, vocational training, advertising, and cost of production. The Appendix contains some statistical tables from the Birmingham Royal Institution for Blind and the National Institute for the Blind.

The work of the "Seeing Eye" organization in Morristown, New Jersey, is described in "Dogs Trained as Eyes for the Blind," by George W. Jones, Jr., in the *Literary Digest* for June 9, 1934. It is stated that there already is a list of several hundred applicants awaiting the time when the school will be able to enroll them.

"I Gave up my Eyes," by A. L. Floyd, in *Hollands, The Magazine of the South* for July, 1934, is the story of the battle waged by a newly-blinded person for the attainment of a normal and happy outlook on life. Mr. Floyd tells about his various recreations, which include golf, checkers, mountain climbing, and fishing.

Students of vocational guidance will be interested in "The Day of Success," by Helen Bennett, one of the papers given at the First Annual Conference on Major Problems under the auspices of the *Chicago Tribune* held in Chicago in February, 1934. This paper does not deal directly with the blind, but contains material of value

for the worker who is attempting to build up a program of vocational guidance.

In the *Golden Book* for July, 1934, Helen Keller, in an article, "The Great Day," retells the story of the day when her teacher, Anne Mansfield Sullivan, came to her and began her teaching. Miss Keller says of this day: "I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects."

A new blind character of fiction is provided in *Something Human*, by Shirley Darbyshire, recently published by G. P. Putnam's Sons, New York. The hero of this book loses his sight in his youth and spends about twenty years of his life as a blind beggar, after which he inherits a fortune and regains his sight.

The subject of synesthesia is dealt with in an article by Otto Ortman, "Theories of Synesthesia in the Light of a Case of Color-Hearing," which appeared in *Human Biology* for May, 1933. Besides reporting on the case in question, the author summarizes earlier works on synesthesia, including cases in which the subject for experimentation has been a blind person.

Ellen Kerney, on the staff of the Bibliographic Department of the Library of the New York Academy of Medicine, has prepared *A Glossary of French Medical Terms Referable to the Eye* which has been published by the Institute of French Studies, Columbia University, New York. Because of the near relation between the French language and Latin, this two-hundred-page glossary will give an explanation of many Latin medical terms.

HELGA LENDE.

BOOK NEWS

JAPANESE BIOGRAPHY

LIGHT FROM DARKNESS, by Takeo Iwahashi.
The Religious Society of Friends, Philadelphia, Pa., 1934. 103 pp., \$1.00.

Takeo Iwahashi was, in his twentieth year, a student at the engineering department of Waseda University in Tokyo. He contracted a heavy cold which produced an inflamed condition of the eyes. The result was ultimate, complete blindness through detachment of the retina. The story of what then, and subsequently, occurred is graphically told in *Light from Darkness*, an autobiography written in charming English.

This little work is divided into two parts. The first deals primarily with Takeo Iwahashi's spiritual and mental states as a non-Christian, blind Japanese, in humble, almost poor, economic surroundings. He faces such hopelessness as to lead him to the determination of self-murder, the execution of which is prevented only by the anxious watchfulness of mother-love. Iwahashi's regeneration began at the point of his frustrated suicide, but was continued and completed by his conversion to Christianity and his admission as a student to the Kwansei Gakuin University, Kobe, Japan.

Part Two is perhaps more interesting to the Western blind reader who usually escapes this spiritual crisis, through which his Japanese confrère passed and which was made more acute by religious and economic circumstances not found in Europe and America. One can, however, keenly appreciate the struggle of this Oriental to secure real cultural development and economic independence. Iwahashi made English and philosophy his principal subjects

and, after graduating from Kwansei, went with his wife to Edinburgh where he achieved an enviable record. He is at present on the staff of the English department of his Alma Mater and is, besides, the author of several important works.

The story told by Takeo Iwahashi in *Light from Darkness* is not only interesting, but is really inspiring—or should be, for it is the account of a *real conquest*. And when we remember that the victory was achieved, in the first place, against material and social obstacles almost insurmountable in the Orient and, in the second place, in a field distinctly foreign, English language and literature and Western philosophy, we Occidentals have every reason to be humble and not infrequently ashamed of our own lack of large success. *Light from Darkness* is a document of great value in the archives of the emancipation of the blind.

S. C. SWIFT

A BLIND ASTRONOMER

AN ASTRONOMER'S LIFE, by Edwin Brant Frost. Houghton Mifflin Company, Boston, 1933. 300 pp., \$3.50.

Anyone who has ever visited Yerkes Observatory at Williams Bay, Wisconsin, and has had the great pleasure and unusual privilege of being shown around by Dr. Frost, has been taken by him into his charming, well-appointed home, and has walked through his interesting garden, cannot but read with eagerness and keen delight the announcement of his recent book, *An Astronomer's Life*.

Soon after the completion of the new auditorium at the Louisiana State School for the Blind, a cultured and learned gentleman came into it, stood for a few minutes, silent and with head uncovered, then remarked: "Simplicity beautified." I would say of Professor Frost's book: "Profound

in its interests, its naturalness, and its simple, yet scholarly representations.”

Truly, this book is “a picturesque record of scientific adventure.” But it is more than that. It could well be called “An Introductory Course to Natural History.”

The book should be read by every young person for the inspiration to be gained from it. If I had a boy of my own, I should give him two books, *The Americanization of Edward Bok* and *An Astronomer's Life*. Dr. Frost has come in contact with many of the greatest and most renowned persons of his age, and, in the pages of his book, he introduces his readers to them in such a way as to make neighbors and friends of them all.

One who knows little of astronomy need not hesitate to read *An Astronomer's Life* because it is not a text on that subject. True, many interesting scientific facts are stated, but these facts are so interestingly told that a layman thoroughly enjoys reading them. Then, too, every chapter is full of human interest. Witness this quotation taken from a description of a school meeting at Williams Bay: “The windows were open, and it was wonderful to see how accurately these veterans could calculate the parabola needed for conveying the tobacco juice through the window from the center of the room.”

The style of Dr. Frost's writing reflects the modest personality of this man of high scientific attainments, who was for more than twenty years director of the observatory equipped with the world's largest refracting telescope. But as one reads the book, one becomes so fascinated by the interesting experiences, incidents, and facts that are depicted that one forgets to observe the “style” of the writing. He tells in a most romantic way how, by the application of one of his ideas, the Century of Progress in Chicago was opened in 1932 “with the luminous impulse of the distant

but familiar star, Arcturus, shining with the yellow light of the first magnitude as a favorite luminary of the spring and summer sky.” Then, in an equally interesting way, the reader is introduced to his little granddaughter, who is “half five and half six,” as she acts as guide through his garden while he observes the development of the flowers and listens to his favorite birds.

In his chapter on blindness, not many references are made to the fact that the author is blind, but ambitious blind persons can find in this chapter suggestions and guide posts which ought to be of tremendous value.

Dr. Frost's son, Frederick, who wrote under the pseudonym “The Phantom Lover,” composed the following poem and dedicated it to his father:

THE BLIND ASTRONOMER

I see him day by day,
His clean, fine face—
His almost silver hair—
Smiling as he feels his way
Through awakening springtime days
He cannot hope to see.

His eager brain,
His search for Truth,
His finest hopes
Are caged and blinded
By the darkness of his eyes.
And yet I see him
Day by day
Smiling with the spring.

A. J. CALDWELL

BRAILLE TEXTBOOK

The Braille Reader, a textbook for adult beginners, is now for loan at the Perkins Library and for sale at the Howe Memorial Press. The book is especially adapted for the use of home teachers, and it is arranged in sections to accommodate either bright or slow pupils. The first two volumes may be purchased for \$2.55.

CLARK WRITING GRILL

Those blind persons who are accustomed to writing free hand will be interested to learn that the new Clark Writing Grill is now available. It is made of a light-weight metal material and has sixteen guide lines, each three-quarters of an inch apart. A stylograph or inkograph pen with a wire point are both successfully used with this grill, or a regular fountain pen may be used if it is marked to hold right side up. It is possible to use any size of envelope or paper for writing, although ordinary typewriting paper, size eight and a half by eleven inches, is preferable. The grill is fastened to the paper by elastic bands or paper clips. The grills may be procured at a reasonable cost from Perkins Institute, Watertown, Massachusetts; Mrs. Mary Terry Clark, 28 Cloyster Road, Lovett Heights, South Portland, Maine; or the American Foundation for the Blind, 125 East 46th Street, New York City.

APPLIANCES AND GAMES FOR THE BLIND

The American Foundation for the Blind carries a full line of appliances and games manufactured by the National Institute for the Blind, London, England.

Price list will be sent upon request.

AMERICAN FOUNDATION FOR THE BLIND
125 East 46th Street, New York

POSITIONS WANTED

TEACHER OF HISTORY, English, or any social science wishes position. Graduate of Michigan State College, holds a life certificate, and is also qualified to do tutoring and any form of library work. References. Orvin Willis, 1332 Emerson Street, Lansing, Michigan.

TEACHER OF PRIMARY GRADES desires position in a school for the blind. Is equipped also to introduce a vocational course in storekeeping for high school students. Graduate of Cedar Springs School, Cedar Springs, S. C.; honor graduate with A.B. degree, Limestone College, Gaffney, S. C.; has had some experience as a teacher in a school for the blind. Miss Orna Atkins, Campobello, South Carolina.

TEACHER OF CANING wishes position in school or training shop for the blind; expert cane, rattan, and reed weaver; upholsterer and furniture repairer; graduate of the Georgia Academy for Blind; has had training in other workshops among the sighted. Sighted wife desires position in an institution with her husband caring for the blind. Troy Johnson, 1003 North Broad Street, Thomasville, Georgia.

NEW DEVICE

Salesmen of household novelties will be interested in a milk bottle carrier, designed by Lee Johnson of Manistee, Michigan. It facilitates the carrying of milk bottles, and will sell at a reasonable price. Mr. Johnson invites inquiries about this novelty.

BRAILLE ANAGRAMS

Braille Anagrams, a game blind and seeing people may enjoy together. Bertha L. Martien, 1739 Q Street, N. W., Washington, D. C.

OUR CONTRIBUTORS

V. A. BECKER is Scoutmaster and teacher at the Arizona State School for the Deaf and Blind.

CHARLES F. BULLOCK is a graduate of Iowa State College of Agriculture, and until he lost his sight, was connected with the General Electric Company at Schenectady. He has devoted himself to raising dogs since becoming blind.

A. J. CALDWELL is Superintendent of the Louisiana State School for the Blind at Baton Rouge.

LEE CHAPMAN, M.D., is well known in the medical profession; is a poet, writer, and President Emeritus of the Lancaster Garden Club. His blindness resulted from a dynamite accident eight years ago.

JOSEPH F. CLUNK, Supervisor of the Industrial Placement Department of the Canadian National Institute for the Blind, was, before going to Canada, Executive

Secretary of Youngstown Society for the Blind.

LLOYD V. FUNCHESS is Director of Music at the Louisiana State School for the Blind and is also a member of the faculty of the department of music at Louisiana State University.

DOROTHY F. HALFACRE is a teacher in the Classes for the Blind in the Los Angeles Public School System.

MARY E. PHILLIPS (Mrs. C. R. Phillips) is President of the Auxiliary to the Dauphin County Branch of the Pennsylvania Association for the Blind.

STETSON K. RYAN, Executive Secretary, Board of Education of the Blind, Hartford, Connecticut, is Secretary of the Eastern Home Teachers' Conference.

S. C. SWIFT, Chief Librarian of the Canadian National Institute for the Blind, is well known to our readers.

VIRGINIA L. WARKLEY is State Supervisor for the Deaf and Blind under the State Department of Education of Wyoming.

AMERICAN FOUNDATION FOR THE BLIND Inc.,
125 East 46th Street, New York, N. Y.

I wish to become a

☐ Professional* . . . \$ 2 per annum

☐ Contributing . . . 10 per annum

☐ Associate 25 per annum

☐ Sustaining 50 per annum

☐ Patron 100 per annum

☐ Life 1000

member of the Foundation

paying

per annum.

Name

Business Address

.

Residence Address

.

Date

* Must be actively engaged in or connected with work for the blind.

OUTLOOK FOR THE BLIND

DECEMBER, 1934

VOLUME XXVIII

NUMBER 5

Published by the

A M E R I C A N F O U N D A T I O N F O R T H E B L I N D

FLOWER GARDENING IN THE DARK

By LEE CHAPMAN, M.D.

MANY years ago when I was doing special medical work in the slums of New York City, I climbed several flights of stairs to a one-room home in a cheap tenement. The walls and floor were bare. The furniture was cheap and badly worn. The only attempt at beautification was a red geranium growing in a tin can on the window-sill. To relieve my patient of the nervous tension expressed upon her face, I said, "You have a beautiful flower on the window-sill."

Her pinched face immediately bloomed into smiles as she said, "I am glad you like it. I brought the can of earth from the country, and a friend gave me the slip. I keep it in the window so my neighbors across the way may see and enjoy it. I have been told that God is always where the lovely flowers grow, and I want Him near me."

The many elaborate flower gardens I saw in New York that summer are dim in memory today, but the little red geranium and the smiles on its owner's face are still vivid in my memory.

Every blind person has a window where a few flowers may be successfully grown. Any window with full or partial sun, may have its miniature flower garden. A box six inches wide and as deep may be made at small cost. Its length should be the width of the window. It should be securely fastened and a few holes bored in the bottom for drainage. It should be filled with good soil, thoroughly broken. Such a box may be planted with flowers to suit the taste of the owner. There are so many good window-box flowers that even to mention them would add too much to the length of this article. Therefore, I shall give only a few.

Portulaca, or silver moss, is good because it drapes over the edge of the box gracefully. Its cheery flowers are numerous, and the foliage is beautiful. It may be grown from seeds, but they are very small and hard to sow without sight. The plants, on the other hand, are easy to set and should be placed about four inches apart.

I think the balcony petunia is by far the best window-box plant for the blind to

grow. It drapes over the edges gracefully, and its cheery flowers of many shades will make the box a thing of beauty all summer and fall. Petunia seeds are also very small. I would suggest plants because they are very easy to set and grow. A single row, with plants six inches apart, will fill the box sufficiently. Plants may be had at small cost from any florist, and often gardeners are glad to give them to others.

Dwarf ageratum, in the side next the window, and sweet alyssum give a pleasing and fragrant combination of blue and white. Wandering jew and ivy are good when backed with upright, flowering plants.

Window decorations may also be grown in pots or other containers. I would suggest that all containers be of the same size, and, if possible, they should be painted a color to match the color of the building, or an apple-green or brown. One upright plant and a vine may be planted in each pot if it is of good size. During its growth, the vine will hang over and cover the pot.

Since pots, or other containers, standing on a window-sill and outside the glass are liable to be blown or knocked off, I would suggest an easy way to make them secure. From an inch board, cut two blocks eight inches long and as wide as the window-sash is thick. These blocks will fit between the window-stops and slide up and down like the sash. With a half-inch bit, bore a hole a half-inch deep in the side of each block as far from one end as the rim of the pot is from the window-sill. Set one block in below the outer or top sash and let it rest on the sill. Insert in the hole a three-eighths-inch iron rod and insert the other end in the hole in the other block. This can be done by raising the second block upward. When the second block is lowered to the sill, the rod holds the blocks firmly against the jam of the window-frame, and the blocks hold the rod horizontally. The

rod must be cut to the correct length, for if too long, it will not come down horizontally, and if too short, it will not hold the blocks securely between the stops. Any mechanic can cut the rod correctly.

Put the pot in place and pass a cord or small wire around it and fasten each end securely to the rod. The pot should be drawn firmly against the rod. The rod may be painted to match the pots.

Cultivation of plants in a box or a pot should take place until the ground is covered, or until the plant begins to bloom. More failures occur in window gardening from lack of water than otherwise. It is not difficult to tell by the feel of the soil whether it is dry. It should be kept moist but not soaking wet. Plants require more water on hot, dry, windy days than on cloudy days. Rains will do the watering. Plants badly in need of water will wilt, giving the feel of cloth instead of the firm crisp feel usual to healthy leaves.

A little plant food may be sprinkled over the top of the soil and scratched in. The plant food should not come in contact with the plants until it has been dissolved by the moisture of the soil. Local dealers can supply the proper food at small cost.

Many volumes have been written on the beautification of the front dooryard, but no one can make definite plans for such work unless he has seen the yard and studied its environs, its size, shape, etc. Therefore, I shall not try in this little article to go into this further than to say that high plantings should be in the background, and lower ones in the front. When shrubbery is young, considerable space is seen between the plants. This space may be planted with tulips in the fall. The bulbs should be set four inches deep and about six inches apart. A little mulch, or covering of straw or leaves, may be needed in the North. This mulch should be removed very early in the spring. I say very early because often the

tulips are trying to push their way out much earlier than expected. After the tulips have bloomed, the bulbs may be removed, and the ground may be prepared by thoroughly working it. Then it may be planted with zinnias, petunias, or any number of other annuals. The tulip bulbs should be stored in a dry place and returned to the ground again in the fall after the frost has killed the annuals. As the shrubbery grows, there will be less and less room for the flowering plants.

If beds of annuals or perennials are desired in the front-yard, they should not be set in the lawn with grass all around them. For the blind person, a long narrow bed either by the foundation or the lot-line is more convenient to plant and care for. As in a window-box, many combinations of flowers are suitable and easily possible. Personally, I like large beds of one or two kinds of plants rather than beds of mixtures. I am fully aware that some beautiful effects may be had by combining colors, but many failures result from such attempts in the hands of the inexperienced gardener. Iris are easily set and grown. They will come as near taking care of themselves as any flowering plant, and their fragrance is delicate, while their colors are marvelous. The rhizomes, or roots, should be set in shallow ground and about a foot apart. They will cover the ground in a few years and need not be reset for three or four years.

For their fragrance and beauty, I would have, if possible, some lilacs, iris, and roses, as well as a wisteria and honeysuckle in my front-yard.

The back-yard has possibilities enough to make one dizzy. However, for the blind beginner, I would strongly urge a simple arrangement and easily workable plantings. If landscape effects are desired, beds of the formal type, and narrow enough to be reached from all sides, are best. Of course,

some shrubbery and vines may be worked in to advantage. It is also possible to have rock gardens, which have been very popular in recent years.

As mentioned in the discussion on the front yard, I am clinging to the idea of a bed of one kind of flower for the back yard. Among the annuals suitable for this purpose are bedding petunias, zinnias, asters, snapdragons, marigolds (either in the large or the free-blooming French variety), gladioli, iris, and many others. Any one of these in a bed will delight the eye of visitors. There is a new marigold called "Yellow Supreme," with very large, lemon-yellow, fragrant flowers. It is a fine flower and easily grown. The French marigolds are lower-growing but wonderfully free-flowering. They are good for table decorations.

Gladioli grow from bulbs, which should be set four to six inches deep, and four inches apart in the row. Short rows may be one foot apart and hand cultivated, but if the rows are long, they should be two feet apart, giving room for the gardener to walk between them. This plan also applies to other plants. Petunias, asters, and other plants with small seeds should be grown from plants, as they are difficult for the blind gardener to grow from seeds. Zinnias, marigolds, and others having large seeds may be grown from seeds planted by the blind gardener.

The blind gardener should be very careful not to plant flowers in the shade of trees, for they will be robbed of plant food by the roots of the tree and will suffer for sunshine which they cannot get.

There are many lovely perennials which may be easily grown in beds. There are a number of phlox that are fine and sweet in fragrance. Digitalis, or foxglove, is another good perennial. Delphiniums, in either annuals or perennials, are beautiful, and some of the new perennial delphiniums are marvelous. They are difficult to germinate,

and for that reason, plants are best. I am a lover of the columbines. The new types of long-spurred ones are nothing short of marvelous. Perennials, of course, come from the roots each spring for a number of years.

If I desired to get into the commercial flower business, I would start with straw flowers, baby's-breath, statice, Japanese lanterns, and any other "everlasting" flowers. These are removed, hung up to dry, and sold in bunches in the fall or winter; or they may be worked into baskets, which many blind persons are capable of making. I make and sell many baskets decorated with the dried flowers. Fresh-cut flowers must be sold as soon as they come into bloom, but the "Everlastings" will last a year, or even longer, thus giving the grower plenty of time in which to sell them.

Straw flowers may be planted with seeds and thinned to about a foot apart in the row. When the blossoms develop to a good size, and just before the central point disappears, the flower should be snapped off by slipping the fingers on either side of the stem and jerking upward. If the flower is allowed to develop until it is flat in the face, it will not be as beautiful as if taken off while there are still a few petals pointing upward.

When the flowers have been snapped completely off the stem, a small wire, stiff

enough to hold the flower upright, is pushed into the stem-end until it can be felt by the finger on the other side of the flower. Of course the wire should not project so as to be visible. The wire then becomes the stem. (Florists sell this wire already cut and done in bundles.) Broom straws may be used instead of the wires, but they are stiff and cannot be as easily worked into baskets as wire stems can be.

Ornamental grasses may be worked into baskets with straw flowers, baby's-breath, and statice. The grasses, as well as the last two named flowers, may be stained or dyed with egg dyes after they are thoroughly dried.

To complete my garden, a few yards from my kitchen window are two lunch counters for wild birds. I designed and made them in the dark, and more than fifty of them have been sold to other bird lovers. I keep shelled corn in one and wheat in the other. Redbirds and bluejays visit the corn lunch counter, while the smaller birds board at the wheat lunch. Since I have been feeding my wild birds, their number has more than doubled. When I walk into the open, smell the fragrance of the wisteria or the honeysuckle, and hear the songs of the brown thrashers, the catbirds, the thrushes, the cardinals, and all the rest, I feel that Heaven would have to be a wonderful place to beat my little home.

THE EDUCATION OF BLIND CHILDREN OF SCHOOL AGE¹

By EDWARD E. ALLEN, D.Sc.

IN THE decade following the World War, so long as labor was in demand, society, measuring the effectiveness of our blind schools by the industrial absorption of their trainees, then at its peak, pronounced it good. It had long been good; no country had done better. But society might have been incomparably more justified in its complacency had it been less reluctant to give employment to those whose education it had so generously supported. Indeed, preparation of the blind for contented, work-a-day diffusion in the world, the American ideal, has grown to be unbelievably more difficult, even under normal conditions, than their school education ever was. In fact, the experienced among us have long understood that the only satisfactory solution of the problem the presence of blindness offers is *prevention*.

We no longer accept a given proportion of evil as a constant which is inevitable and needful in this world in order to subserve the good and otherworldliness. In this twentieth century, preventive medicine is putting a stop to more and more of the evils flesh is said to be heir to. That former chief cause of blindness at birth, babies' sore eyes, is yielding beautifully to routine compulsory prophylaxis. Congenital syphilis is next to be attacked in the expectant mother showing a positive Wassermann; then each other cause will be attacked until central or obscure brain troubles and accidents are the only causes left. Public school sight-saving classes, which are multiplying all over the land, are nobly meriting their

name. So childhood blindness, whose incidence no longer increases with the population, is destined to decrease rapidly from now on. Although our education of the blind child of school age has just celebrated the completion of its first century, it will scarcely survive to celebrate another. Since most blindness is a condition incident to adulthood and advanced age, such future education of the blind as there is will doubtless be a part of the coming general adult education.

But the indicated dwindling in the number of blind children through prevention and conservation is to be accompanied by another change, the lessening of the number and proportion among them of the high and average I.Q.'s. A close student of present conditions writes me: "The unpromising are certainly in the majority in every school for the blind." Existing schools must recognize this fact and prospect, and separate the promising pupils from the unpromising. To attempt to educate them together longer is more than wasteful; it is folly, since each is hindered by the presence of the other.

Some wise schoolman has said: "The younger the child, the less its power of resistance, and lack of care may give an unhappy twist to budding minds which may be irremediable." Here is an argument for the preschool training of any child and particularly for children shut in by blindness. I firmly believe that such training will come very soon, and the sooner the better, provided it is well and wisely done. As soon as visiting counselors are ready, preschool training can best be carried on, for the most

¹ Paper presented at a conference on the Education of the Handicapped, New York University, March 10, 1934.

part, in the child's own home and in the local nursery school or health clinic wherever feasible and possible. Thus, since the blind baby's home environment will itself be improved by the influence of such training and direction, he will begin school a very different pupil from most of the beginners in the past. Who knows but he will be able to enter, keep up, and advance along with children of his own physiological age?

Now, shall the blind child of five or six be sent off to a residential school or daily to a braille class, if there is one of these latter in his home city? The answer depends somewhat on conditions, for there are valid arguments for each kind of school. I believe both types of schools may gain much through co-operation. In my home town we did just that. Whenever one or more of my pupils was unquestionably prepared to hold his own in the local public high school, we sent him there and of course saw to it that he continued to earn his welcome. In every single instance, the change benefited him. It served as a bridge from the residential school over into life outside, for it led him to measure himself early with those unhandicapped with whom he would later compete in the world. Strong students should be welcome anywhere.

I have visited a number of what are now called braille classes in the public schools of Greater New York, Chicago, and Cleveland. The principal of one such school admitted to me (but this was some time ago) that when his teacher of the "blind class" kept her pupils intellectually abreast of the seeing of corresponding grades, that was all he asked or expected of her, for the school day was not long enough to do more. Now just that is by no means enough. Because lack of eyesight favors deepness and consequent narrowness, the education of blind children calls for an all-round development at school, an aiming at the education of the whole individual.

In Cleveland, I found that the knowing supervisor had lengthened each school day by an hour and had added a Saturday-morning session, by which means he had given his handicapped pupils the equivalent of a seven-day week of schooling instead of the usual five and, besides enriching his curriculum, had been able to add manual training and music. Moreover, he later fitted up two small, rented houses into which he moved successive groups of the neediest and narrowest children in order that they might live awhile under proper conditions and acquire balance through doing those things which their parents failed to teach them at home. All this was splendid. Being blind himself, he knew well that blind children learn best through manifold guided activities, and that in order that they may imitate qualities and characteristics which are most worth while, they must come in maximum contact with those selected teachers and house mothers who feel it a privilege as well as a duty to commingle with them as far as possible in sympathetic and social equality.

Under-privileged children need to build their characters on habits of efficiency and success, and at the beginning of school life, this desideratum is best attainable wherever most ways occur of being successful in the things which children value. So I should prefer to send any blind child, for whom I felt responsible, to a residential school, and I should be careful to select one having inspirational leadership with shepherding and a really good and compelling community spirit. There he would grow in body and soul, working and playing in the atmosphere of equality with others like himself, which is, to my mind, the right dynamic beginning. Blindness being the rule there, it does not preclude participation in any extra-curricular activities; for example, he would not be left out of the

field sports in which childhood and youth delight. Controlled athletics at school is a mighty means of socialized education, but for blind children, getting and keeping physically fit means far more since for them it is particularly true that "hopefulness is a state of mind dependent on physical vitality."

The two greatest leaders the blind ever had, Dr. Howe and Dr. Campbell, realized that the early vitalization of their charges through wake-up morning baths, brisk walks, games, and physical exercises of many sorts, chiefly outdoor, underlies all intellectual attainment and life success, and they made such training the corner stone of their work. Nowadays seeing boys will gain proper respect for blind jumpers, shot-putters, sprinters, and even wrestlers through matching themselves with them. Visitors to a school for the blind are commonly surprised that its life can be full and varied, even colorful. I recall two instances when for weeks together the public schools of my town were closed, owing to smallpox and infantile paralysis scares. My residential people, keeping within bounds, simply closed the gates against the public and not only continued classes, but turned the whole great place over to our own accentuated community work and play, particularly play, which became in its multifariousness so interesting and absorbing that the time of quarantine passed away quickly enough. Besides, it yielded valuable experience in intensive, socialized education. The closer contact between teacher and taught brought about improved mutual understanding.

To be sure, this very possibility of continuously motivated entertainment within a cloistered, self-serving, self-sufficient community has its weak, if not its bad, side. Because it does not furnish the pupils with enough brushes with reality, because it prepares but poorly for quick diffusion

in the world outside which, according to a blind placement agent, is in no way fitted to accept blindness, I would limit my youth's sojourn at boarding-school. The prepared and still tutorially guided blind pupil of the residential school will gain from a change to a public day school. Just when, at what age of advancement, this experience can become most rewarding to blind boys and girls will vary with the individual; possibly at the end of the elementary course; maybe, with the pupil of ambition and parts, after finishing junior high school. But by no means should every youth, blind or seeing, undertake higher education. If I could plan and carry out my preference now, I should conduct no senior high-school department but should send every proper pupil of that advancement out daily for such opportunities or, if conditions favored, bring about such individual's attendance at the high school of his own town. A totally blind pupil of mine, now excelling at Radcliffe, was prepared for college at her home high school. Since, according to John Dewey, education is life, it ought not to be confined to cloistered living, however joyful, eye-opening, cultivating, and inspiring such environment may be.

Another matter of moment, and not without bearing upon our subject, is the fairly general so-called "blind pension," state-granted to needy individuals of twenty-one years and over by way of indemnification for loss or impairment of eyesight. In Pennsylvania, the latest state to enact this into law, it is not a flat but a varying amount, never exceeding \$1.00 a day. What will be its probable effect upon the young blind man or woman on leaving school? Opinions differ radically. Its proponents believe that since the income is dependable, it will help pay his board at home and so assure him a continued welcome there; that it will relieve many from the charity they have per-

force accepted; that it will save others from the degradation of street begging and diminish the now repetitious, importuning appeals to help the blind still made, alas, by eleemosynary organizations. Then this regular income, they assert, should serve the discouraged individual as a spur to earn all he can in his business pursuit and be the better able to meet his social obligations also. Probably, therefore, this "handicap assistance," this "new deal" in unemployment welfare, will little modify the schooling of blind children of school age, except to emphasize the importance of education and of personal acceptability as being antecedent to sterling success in life. The added assurance as to his future that it will bring to the youth in his final school years should be reflected in his teachers; they will labor with more justified optimism than ever. While they will continue to make his school days happy ones, they will the more habituate him to find happiness in responsibility as a bulwark of character and in work as a refuge and salvation.

Opponents of the measure shake their heads and declare its immediate effect at school will be to make the pupil "take things easy," and its after-effect, to swell the number of those who feel that the state owes them a living by way of bonus and so indirectly bring the blind into disrepute; that, therefore, it will affect their schools, blocking the idealism that has been our actuating motive power in the past, an idealism that has alike sustained the teachers and brightened for many of our charges the darkness of being blind. Which result will ensue remains to be seen.

In any case, the pupil who is blind needs, for his own future contentment of mind, to acquire at school the habit of concentrating upon making the most of himself there, both culturally and vocationally, and this means nothing less than becoming socially acceptable and industrially wanted.

What is not doubtful but certainly desirable, however, is that pensions will direct cumulative attention to the community burden blindness entails, and sooner or later the millions of dollars of taxation so dispensed are bound to help us reduce the number of children going blind unnecessarily and so the number and size of their schools.

Nothing touching such "handicap assistance," which is a better word here than "pension," appeared in the accounts reaching me from the recent conference held at Toronto on educating handicapped youth for a changing world. But they did report that the present-day training of them, though woefully inadequate, had much to teach the common schools, indicating that, in order to get the fittest education, a child must be either deaf or blind or mentally retarded or somehow *different*.

According to the mandate of the White House Conference on Child Health and Protection, we are called upon to educate every handicapped child to the limit of his capacity. We must never allow ourselves to assume the blind child to be merely a seeing child in the dark. If he has enjoyed years of seeing, he may escape over-introspection and remain normal-minded; if he has not seen long, his blindness inevitably modifies his "inlook" as well as his outlook. His shut-in-ness from light and color and his more or less constant and necessary dependence upon others for many of the common things and pleasures of life and movement, color his psychology. In other words, there is a psychology of the blind. We should not teach blind pupils either individually or in classes as though they saw things as we do, for most of them see them differently. Some of them have never seen anything at all and can neither visualize nor completely imagine objects beyond the grasp of their hands. Others, again, see things partially or imperfectly, and still others, wrongly.

The teacher with such a mixture of psychologies before her has a difficult and responsible task. She should know and recognize each of these pupil conditions and personalities apart and try to guide her teaching accordingly. Well do her classes need to be small, preferably not exceeding ten. Unless pressed by demands from above, she will always proceed slowly and carefully, realizing that her charges lack the correcting sense of sight. Her instruction will necessarily be largely objective, at first much more through the hand than through the ear. She will encourage doing and making and all the project work there is time for. Plasticene can be of greatest service in map work; and the more of this the child can do himself, although under help and guidance, the clearer will be his understanding of geography. Every map which the elementary teacher constructs *for* the pupil chiefly satisfies *her*.

Because of all this, progressive education ideas apply particularly well to blind pupils who have to grope for much of their factual knowledge. To subject them to standardized verbal instruction is absurd, especially in the early stages. Even reading and writing should wait upon their more fundamental needs. Embossed books become invaluable in good time. Although our sight-saving classes make use of common print adapted to their degree of vision, their children are led to spend more time at other ways of learning because, with people in their situation, the habit of dependence upon reading, and also upon the movies, should be discouraged. Do you know that in sight-saving classes the proportion of grade-repeaters is small? In London, all myopic children are forbidden by the County Council oculists to read at all from books at school. In this and in most respects, they work without reference to what other children are doing, and yet their teachers assure me that these pupils

acquire there an excellent educational training. They listen to a great deal of choice reading, which somewhat forms their taste for literature and for stories that are worth while.

Teaching severely handicapped children is a science as well as an art. We often fail to recognize this sufficiently. The progressive nations of Europe make no such mistake. For example, they never admit that any successful teacher of the seeing can immediately succeed in teaching the non-seeing. Especially in the Teutonic countries is school-teaching regarded as a profession and life career. The matter is governmentally controlled; a would-be teacher of blind children must add to his general normal training at least one full year of special apprentice observing and instructing in residence on a scholarship stipend but without other pay. The final examination of two such teachers happened while I was visiting a great institution for the blind in Vienna. When the test was over and settled, I asked the director why there had been so much fuss about it. "We must be extremely careful," said he, "not to suffer the appointment of any one who has not proved his fitness for the position because once he has been definitely installed in it, we cannot get rid of him. His official appointment means retention until the retirement age is reached. After that we cannot keep him if we would. He has become a government pensioner for life."

Some of us have been laboring here to bring our special training up to professional recognition. A few special courses in our subject have been enthusiastically given by Peabody College for Teachers, in Nashville, and by the School of Education of Harvard University; but it has been, in general, up-hill work. Even after a whole century, most of our schools for the blind remain content to pick good, resourceful teacher material and to let it train itself on

the job. This hit-or-miss way usually consumes a full academic year, and with our frequent change in teachers, falls heavily on our helpless pupils. By contrast, our sight-saving instruction, while the most forward of its kind in the world, is certainly not more special than the education of our blind; yet it is gradually requiring of its teachers special summer-school training, and not only that, its small classes, together with its close attention to all sorts of helpful details, make it so evidently superior to those of the common standardized classrooms that this specialty is definitely modifying and improving these classrooms by its mere presence in the schoolhouses with them and by its scientific adjustment of means to ends.

May I add and emphasize here the need for giving all severely handicapped, promising pupils vocational guidance leading to an education superior in every possible way to what the more privileged get. To win industrial placement, the under-privileged need to excel at something practical, a practical education being certainly the capital of the blind.

It would help and encourage if some industrial occupation were their monopoly, as massage has been to the blind of Japan. There is before Congress a bill proposing to open post offices and other federal buildings to stand-keeping by blind people. If this becomes law, our schools should begin to train for the many new opportunities it will open up. The training which aims to increase the selling capacity must educate for personal acceptability as an essential to business success. It should also implant a reasonable feeling of responsibility toward the customer. "Honesty is the best policy" is more than a means to an end. Honesty is good business ethics.

When we realize that it is not his in-

ability to see that troubles our blind brother or sister so much as it is the consequence of this inability, then we have begun to understand, in a way, his situation in a world made by the seeing and for the seeing. Employment of some kind is their fundamental need, even if this is only social companionship. They should particularly cultivate in childhood and youth habits and powers of self-entertainment. The radio, which is a blessing to the old, may be stultifying to the young, encouraging them in what they are too prone to do—sit about when they should be exercising in the open air—and entertaining them with puerile nonsense when they should be learning self-entertainment and to be good conversationalists and good mixers. Even finger reading and piano-playing may pall. Therefore, teach blind children of school age to play well all sorts of social games, like cards, checkers, and chess, and to take part in tournaments. I knew a youth who profitably filled up his days while traveling alone across the continent in playing solitaire. Everybody should encourage our people to have hobbies, such as Esperanto. The Esperanto-loving blind make much of this through international correspondence; they even meet in international conferences. A modern language offers a field for interesting study. A certain old pupil of mine in England would sooner go without his breakfast than without his daily half-hour of the world's news in French by wireless from Paris. It fortifies him for the day's work. Like the morning sun, it illumines his day.

And here let me conclude my paper with this general advice: never assume that the blind child need become a liability either to himself or to the community, but always assume that he is a potential asset and educate him accordingly.

FOUNDATION LAYS CORNER-STONE OF NEW BUILDING

THE ceremony of the laying of the corner-stone of the new building of the American Foundation for the Blind took place the afternoon of December 5 at the Foundation's new home at 15 West 16th Street. Dr. John H. Finley, President of the New York Association for the Blind and Associate Editor of the *New York Times*, was the presiding officer for the occasion. Speakers for the afternoon were Mr. M. C. Migel, President of the American Foundation for the Blind; Dr. Helen A. Keller, Trustee of the Foundation; Mr. H. Randolph Latimer, Executive Secretary of the Pennsylvania Association for the Blind and Trustee-at-large of the Founda-

tion. Invocation was pronounced by the Reverend Edmund Melville Wylie, Pastor of Park Avenue Presbyterian Church. Musical numbers were given by Edwin Grasse, violinist, and Luigi Bocelli, tenor, both without sight.

The ceremonies were broadcast over the N.B.C. network, and from the broadcast, a Talking Book record was made in the Foundation studio. This record was later placed inside the corner-stone together with photographs of Helen Keller, Mr. Irwin, and Mr. Migel; President's Annual Reports; certificate of incorporation and the Foundation by-laws; and other documents which will be of historical interest.

ADDRESS BY DR. JOHN H. FINLEY

Ladies and Gentlemen, both here and elsewhere: Thanks to the National Broadcasting Company, we are able to send at the beginning of this ceremony a word of greeting to Mrs. Macy, Miss Sullivan that was, Helen Keller's teacher from her childhood, who is now herself in a hospital with blinded eyes. In the address which Helen Keller made in Glasgow on receiving the honorary degree, she said: "When I think what one loving human being has done for me, I realize what will some day happen to mankind when hearts and brains work together. Darkness and silence need not bar the progress of the immortal spirit."

To that one loving human being, we send a message of gratitude from the sightless world and of admiration from those who have never known the pain of darkness.

In all the annals of the race of men,
From Homer's time to now, in all our ken,

What no one else has ever done, you've done—
Wrought two great loving miracles in one.

May vision, Mrs. Macy, come back to you, but should it not, you must know that you have yourself given to the world "a light that never was on sea or land" and that will never go out so long as the world keeps a memory of those who have wrought the greatest miracles of love and of skill.

And now, Mr. Migel, I turn to you. This building, whose corner-stone we are about to lay, is the gift of Mr. M. C. Migel, President of the American Foundation for the Blind. I congratulate him on having both the opportunity and the means to avail of it.

The most advanced view of the Ancients in their attitude toward the blind is expressed in the commandment in Leviticus: "Thou shalt put no stumbling block in the way of the blind;" and in the verse in

Deuteronomy, "Cursed be he who maketh the blind to wander out of the way." There was no suggestion that a helping hand should be given the blind in their darkness. This building, in providing shelter for activities in behalf of the blind throughout America, and in encouragement of local as-

sociations, is an intimation to the world of how far we have traveled toward the light. How blind old Homer would have hailed you, Mr. Migel, but you will be thanked by untold thousands through the years to come. I wish I were a Homer to put their thanks into as immortal verse.

ADDRESS BY MR. M. C. MIGEL

We find ourselves gathered here today to commemorate an event which is but one additional stepping-stone in the many that have marked in recent years the path toward removing the handicap under which our blind friends have labored throughout the world.

Through close association, through intimate knowledge of the world of the blind, we have come, dear friends, to consider blindness strictly in the sense of a physical handicap. We have seen through a lifetime of experience that when fair-minded people understand the problem of any particular race, they desire to share and thus lighten the burdens of those least able to carry them. How much more urgently needed is this sharing and understanding in the greatest of all races, the race of life!

Through many years of close association with our blind friends—and by "blind friends" I mean our blind population as a whole—we are convinced that except for this physical handicap, the sightless are not different from those in the seeing world. In proportion to their number, there are just as many average men and women, just as many below the border-line, and just as many intelligent, upstanding, capable men and women among the blind as there are among the seeing. I have had the great good fortune of personal contact with thousands of the blind in the United States and other countries, and I know whereof I speak.

Admitting then that blindness is only a

question of physical handicap, it has been the function of our Foundation, as well as of other associations, schools, commissions, workshops, etc., to endeavor as far as possible, through education, through employment, and through stimulation of both mind and body, to adjust, and by any and all means within our power to offset, the physical disparity of the blind. Nor has this education been confined to those physically without sight. The popular conception of centuries in the seeing world that a blind man or woman was fit only for the discard, a derelict, a broken reed, an incubus on society, had to be combated, not by propaganda or sentimental or idle theories but by education of the public mind, by a spirit of truth, and by actual demonstrations of the intelligence and capabilities of the blind.

This has been part of our labor. Today we find that there is hardly an avenue of life in which a man or woman without sight is not attaining success. They are occupying positions of trust and responsibility, calling for the highest quality of intelligence, as lawyers, merchants, members of the United States Senate, British Parliament, French Chamber of Deputies, or heads of institutions of learning.

All the blind have needed was opportunity, and given this opportunity, within our own short span of life, an almost miraculous transition has taken place, not alone in the welfare of the blind themselves, but in the point of view of the seeing as regards the blind.

The American Foundation for the Blind, founded for the purpose of aiding the blind by creating opportunities for the advancement of their welfare, has endeavored to do its full share, nationally and otherwise. The Foundation exists only for this purpose.

Almost from its incipency the Foundation has had the great good fortune of collaboration and inspiration in all its labors from the great mind and the genius of Helen Keller. She, more than anyone else,

has given us our abiding faith in the blind and their capacities.

To perpetuate the labors of the Foundation and to encourage us to even greater effort and accomplishment, this edifice has been presented to us. It is consecrated to the service and welfare of the blind, and we here pledge ourselves to carry on by all means within our power so that the lives of our blind friends may be made better, richer, and happier.

ADDRESS BY DR. HELEN KELLER

Dear Mr. Migel and Friends: Deep emotions stir within me as we lay here the corner-stone of a House of Hope for the blind of America.

History is a record of the laying of corner-stones from which new powers have arisen, lifting humanity to higher levels of feeling and action. When Charles Dickens wrote *A Christmas Carol*, he laid the corner-stone of Neighborliness; for then began the Giving Habit. His book was closely followed by the first card of Christmas remembrance and cheer.

When Valentin Haüy in 1784 laid the corner-stone in Paris of the work for the sightless, who dreamed that blind people everywhere would substitute the hand for the eye, learn to read and write, and acquire higher education and useful citizenship? And now comes the Talking Book, carrying to every blind person the rushing, glowing drama of life.

A warm sense of satisfaction sweeps over me as we lay within this corner-stone the record of what has been done for the blind in the past. Thrilled by a spirit of adven-



Dr. Helen Keller, Mr. M. C. Migel, and Dr. John H. Finley
Laying the Corner-stone

ture, I look forward to yet more splendid achievements in the future.

The field of activity before us is ever widening; the surprises are so varied, and the subject suggests so many unseen forces at work, one is kept wondering what will happen next.

From the beacon that will rise upon this Corner-stone of Beginnings, kindled by Mr. M. C. Migel's noble generosity, will radiate beams of light which will penetrate

every corner of Dark-land. Myriad-eyed Manhattan will pass this House of the Blind night and morning, desiring things they lack—wealth, beauty, power, what-not; and sometimes they will ask themselves, "Would I give my coat and take theirs?" I know the answer, and I pray that they may thank God for the blessing of their sight and remember that the kindest way to aid the blind is not to pity them but to be a Friend to them.

ADDRESS BY MR. H. RANDOLPH LATIMER

As one who had some small part in the initial steps which led to the incorporation and organization of the American Foundation for the Blind, as its first, albeit temporary, Director-General, as a member, until recently, of its Executive Committee, and now as one of its Trustees-at-large, it is only natural that I take a definite pride in the laying of this corner-stone. Inseparably interwoven with my earliest conception of the Foundation was the dynamic personality of Mr. M. C. Migel, as the outstanding man to be President of the Foundation. It is again, therefore, a matter of pride to me to know that my own importunity was partly responsible for his acceptance of this arduous office. It is, of course, as it has

been in many other instances, Mr. Migel's generosity which makes possible the laying of this stone, with all that it implies.

My fellow-Trustees will join me in an expression of sincere regret that our first Treasurer, Mr. Herbert H. White, is not alive to participate with us on this occasion.

Finally, while commending Mr. Robert B. Irwin, Mr. Charles B. Hayes, and the other staff-members of the Foundation for the work which has already been accomplished, I feel gratified still further to see that there is among workers for the blind generally a constantly increasing appreciation of the services which the Foundation is rendering, and stands ready to render, through organized work for the blind.

GREETINGS FROM PRESIDENT ROOSEVELT

*Dr. John H. Finley
654 Madison Avenue
New York City*

I am very happy to know of the ceremony at which you are officiating this afternoon. It is a milestone in the career of an organization founded on sympathy and understanding which has served not only to guide those who are without light but as well to show the path to their fellow citizens so that in our worldly progress we may come to recognize our obligation to them and in the recognition and performance of that obligation benefit ourselves.

FRANKLIN D. ROOSEVELT.

NATIONAL SHELTERED WORKSHOP COMMITTEE MAKES PROGRESS

By PETER J. SALMON

One hundred and eighty-one sheltered workshops have already availed themselves of the exemption provided by Administrative Order X-9 under the National Industrial Recovery Act and are listed as "approved." This is probably 80 per cent of those who will eventually come within the exemption. It is, we believe, a very good showing, indeed, and a splendid response by the agencies dealing with the handicapped. Among this group, organizations for the blind have shown a fine spirit of co-operation. In addition to the private agencies, a number of state groups have also signed the pledge and have been placed on the approved list.

The members of the National Sheltered Workshop Committee representing charitable organizations and agencies for the handicapped are as follows:

Col. John N. Smith, Jr., representing the crippled and disabled

Edward Hochhauser, representing the tubercular

Oscar M. Sullivan, representing rehabilitation group

Oliver A. Friedman, representing Goodwill Industries and Salvation Army.

Father John O'Grady, representing Catholic Charities

Peter J. Salmon, representing the blind.

Members of the Committee representing the National Industrial Recovery Act are as follows:

Linton M. Collins, Acting Division Administrator

Effie Lee Moore, Executive Secretary

Vernon J. Clark, Deputy Administrator.

The National Sheltered Workshop Committee is having regular monthly meetings at Washington, and very often meetings are held in between by subcommittees. Thus far few complaints have been received. In fact, only one Code Authority has complained formally, the Garment Industry. A plan for co-operation with this group has been devised which, the committee believes, will result in a practical solution of the difficulties involved. The chief concern of this industry is not regarding the blind, but with another group of the handicapped engaging in the production of garments on a contract basis.

About one hundred garment manufacturers have agreed to provide contract work for this group to the amount needed, distributing the orders among themselves instead of having the work confined to a few contractors. The price offered to the sheltered workshop is considerably higher than that which has been paid by the contractors, and the plan is already partly in operation. Thus, from the basis of complaint, it has been possible to work out something constructive. It is hoped that other complaints will work out as well.

Acting upon the report of the Committee, the National Industrial Recovery Board has adopted the following resolution:

FOR THE BOARD TO CONSIDER IN CONNECTION WITH THE REPORT OF THE COMMITTEE ON SHELTERED WORKSHOPS

1. That the administrative officers in charge of the Sheltered Workshop Order and the Cotton-Garment Code, together with the Sheltered Workshop

Committee and representatives or administrative agencies of the Cotton-Garment Industry, should continue and strengthen the close co-operation heretofore established; and that Mr. Collins be definitely charged with this responsibility, and that measures be taken to include other appropriate groups.

2. That these agencies, under the guidance of the Division Administrator, give close scrutiny to the operations of sheltered workshops and to new applications for such status with a view to preventing any abuse of the privileges accorded to such jobs.
3. And that no further action be taken by the Board at this time in respect to the sheltered workshop situation.

One of the chief questions which has been asked in connection with the exemption granted by Administrative Order X-9 is in regard to the use of labels. The following explanation, therefore, may be helpful:

1. Where the NRA label is required by the code of an industry, such as is the case with the Garment Industry, then the sheltered-workshop label must be affixed to the garment.
2. Where an industry requires that all articles contain an identification showing where the goods were produced, the manufacturer's name and address on his own label may be used, or he may elect to place on the product his sheltered-workshop label or sticker which has a number that will identify the source of manufacture of the product.
3. Although not obligatory, the wide use of the sheltered-workshop labels or stickers is recommended by the Committee.

In order to keep the approved sheltered

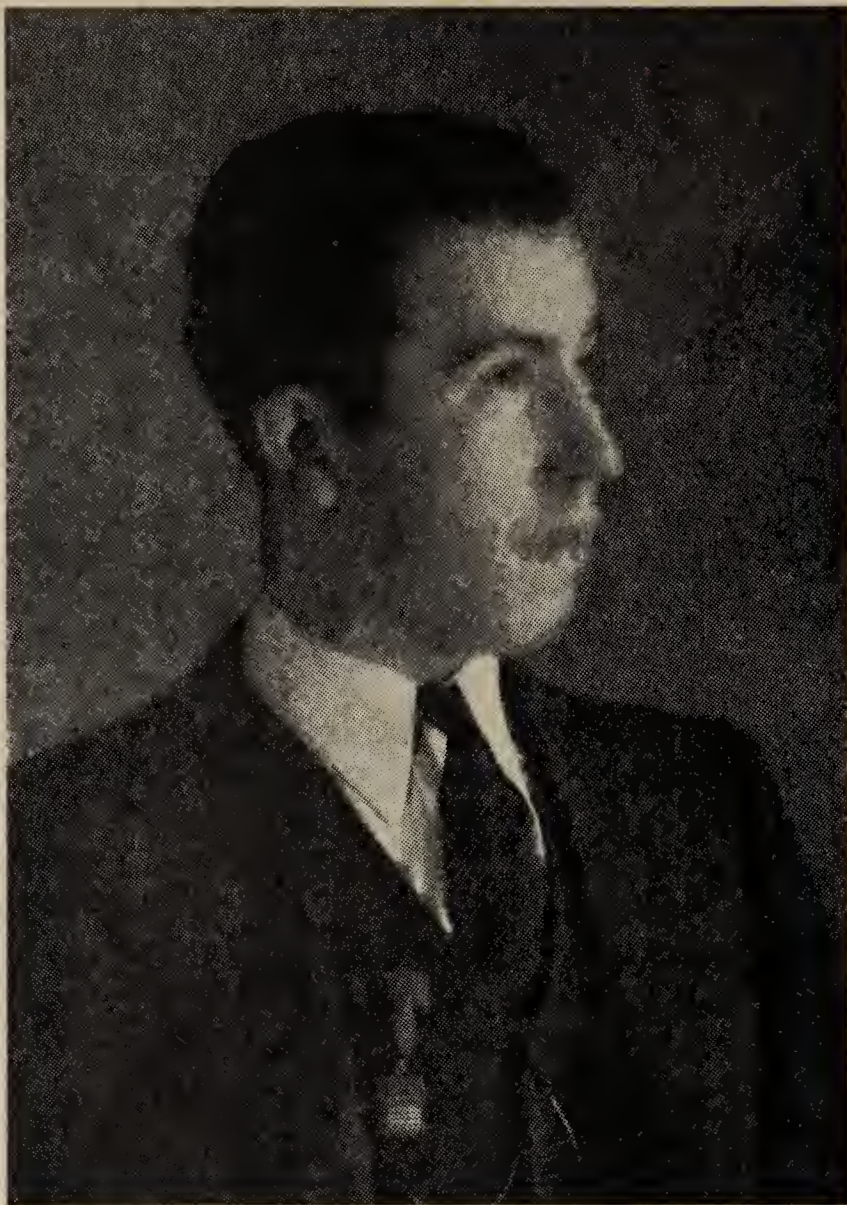
workshops informed of the important actions of the Committee, it was recently decided to issue bulletins at regular intervals, giving a résumé of all matters of interest. The first such bulletin will contain items of interest up to date. It is expected that it will be issued very shortly.

It will be possible, a bit later, to have statistical information relative to sheltered workshops, and this information will be more complete than anything thus far attempted. For this reason, the Committee is most anxious to have every sheltered workshop that intends to avail itself of exemption come forward and do so. It is proposed also shortly to require regular monthly reports so that the information will be kept up to date, and the first such report will undoubtedly require data for the period between the filing of the first questionnaire and the date of request for filing of the first of these monthly reports. Out of it all, it is assuredly going to be possible for us to see the extent of the group involved, the numbers they employ, their sales volume, the extent of their plant and equipment, various age groups, products they manufacture, and a number of other matters of vital information.

In conclusion, it might be well to point out to our group that the Committee has been able to convince the Administration that the NRA bear the expense of attendance at meetings of the members of the National Sheltered Workshop Committee; thus the sheltered workshops are saved a considerable item by not having to share in the expense of code authorities of the respective industries.

AGENCIES FOR THE BLIND APPROVED BY THE NRA COMMITTEE AS SHELTERED WORKSHOPS

Alabama Association for the Blind, Birmingham, Alabama
Albany Association for the Blind, Inc., Albany, New York
Atlanta Community Shop, Atlanta, Georgia
Association for the Blind of Rochester, Rochester, New York
Association for the Blind of South Carolina, Columbia, South Carolina
Blind Industrial Workers Association, Brooklyn, New York
Board of Industrial Aid for the Blind, Indianapolis, Indiana
Buffalo Association for the Blind, Buffalo, New York
Central Association for the Blind, Inc., Utica, New York
Chicago Lighthouse for the Blind, Chicago, Illinois
Cincinnati Association for Welfare of the Blind, Cincinnati, Ohio
Cleveland Society for the Blind, Cleveland, Ohio
Clovernook Home for the Blind, Mt. Healthy, Ohio
Colorado Industrial Workshop for the Blind, Denver, Colorado
Columbia Polytechnic Institute for the Blind, Washington, D. C.
Connecticut Institute for the Blind (Trades Dept.), Hartford, Connecticut
Delaware Commission for the Blind, Wilmington, Delaware
Elmira Association for the Blind, Elmira, New York
Florida School for the Deaf and Blind, St. Augustine, Florida
Guilford County Association for the Blind, Greensboro, North Carolina
Industrial Department, Adult Blind Home, Denver, Colorado
Industrial Home for the Blind, Brooklyn, New York
Kentucky Farm for the Blind, Middleton, Kentucky
Kentucky Workshop for the Adult Blind, Louisville, Kentucky
Lighthouse for the Blind of New Orleans, New Orleans, Louisiana
Michigan Employment Institution for the Blind, Saginaw, Michigan
Mutual Aid Blind Association, St. Paul, Minnesota
New York Association for the Blind, Inc., 338 East 35th Street, New York City
New York Association for the Blind, Inc., 111 East 59th Street, New York City
New York Guild for Jewish Blind, Community Workers and Craft Weavers, New York City
Ohio Commission for the Blind, Columbus, Ohio
Pennsylvania Association for the Blind, Dauphin County Branch, Harrisburg, Pennsylvania
Pennsylvania Association for the Blind, Lackawanna Branch, Scranton, Pennsylvania
Pennsylvania Working Home for Blind Men, Philadelphia, Pennsylvania
Perkins Institution for the Blind, Industrial Department, Boston, Massachusetts
St. Louis Broomshop for the Blind, St. Louis, Missouri
San Francisco Association for the Blind, San Francisco, California
Springfield Association for the Blind, Springfield, Missouri
Syracuse Association of Workers for the Blind, Syracuse, New York
Tennessee Commission for the Blind, Nashville, Tennessee
Victor Broomshop (of the Minneapolis Society for the Blind), Minneapolis, Minnesota
Workshop for the Blind, Cambridge, Massachusetts
Workshop for the Blind, Fall River, Massachusetts
Youngstown Society for the Blind and Disabled, Youngstown, Ohio



Sydney Roseman
Recipient of the
Captain Brown Medal

CAPTAIN BROWN MEDAL AWARD

The Captain Charles W. Brown Memorial Award medal for 1933-34 has been awarded to Mr. Sydney M. Roseman, of Philadelphia, Pennsylvania.

Mr. Roseman lost his sight at the age of seven years as a result of a severe case of pneumonia. After his blindness, his first education was gained under the guidance of a private tutor, but in 1929, he entered the Pennsylvania Institution for the Instruction of the Blind. There, by dint of hard work, he completed the four-year high-school course in two years, graduating in 1931 with the George B. Fisher Prize for perseverance and scholarship.

Upon graduation from Overbrook, Mr. Roseman was admitted to the University of Pennsylvania. During his first year at the University, a major in French was suggested to him, and for two years he pursued his studies with that end in view.

In 1933, he was awarded a scholarship for study abroad from the Institute of International Education and another scholarship by the American Foundation for the Blind. With the idea of advancing himself in his chosen field, Mr. Roseman went to France and was admitted to the Sorbonne at Paris. His studies there consisted of historical and contemporary French literature, French life and customs, and a technical study of French grammar. At the completion of his work at the Sorbonne, he was given honorable mention and was granted a diploma entitling him to a *Degré Supérieur*.

Mr. Roseman is now working for his A.B. degree at the University of Pennsylvania.

The Captain Charles W. Brown Memorial Award medal, established by Mr. M. C. Migel, is given annually to a Foundation scholarship student for excellence in scholastic attainments.

BLIND RELIEF IN ILLINOIS

By MARY L. SILVIS

Reprinted from the Welfare Bulletin, February, 1933

I BELIEVE I am right in saying that the blind relief law has been the subject of more abuse and criticism, and has caused more ill-feeling than any other state-wide charity law.

The Illinois law makes it mandatory upon counties to grant a benefit of \$365 a year to any blind person of legal age, who, if single, has an income of not over \$465 a year, or, who, if married, has together with his or her spouse, a total income of not over \$1,000 a year, and who has lived in the state continuously for ten years and in the county for three years. The county pays the pension and the state reimburses it one-half. A physician appointed by the Board of Supervisors must make an examination and certify as to the degree of blindness.

There are many objections to the law, the outstanding one being the lack of uniformity in its administration by the counties. What might be regarded as a blind person within the meaning of the law in one county, might not be so regarded in an adjoining county on the other side of an imaginary line. In other words, blindness is not officially defined in the act.

What is blindness? There are many definitions, but the most common and generally accepted is, "a defect of vision which incapacitates the person to earn the necessities of life."

Another moot question is, who is "needy"? The law makes no distinction between a blind person who is needy, and one who, while not enjoying a stated income, is nevertheless living at home with his or her family and enjoying all the comforts of life.

Recently two young women, both totally blind, living in the same county, made application for blind relief. One was the daughter of a man of considerable means—forty thousand dollars—enjoying all the comforts of life and amply able to provide his daughter with nice clothing and all the necessities of life. The other applicant was the daughter of a man who had no home, no money, and no job. Both were paid a pension. Was this right? I do not think it was. I have related this story—not a bit exaggerated—to emphasize the necessity of painstaking investigation to determine the need of aid.

Two blind persons, neighbors, living in adjoining counties with a public highway separating them. One of these counties has blind relief; the other does not. One of these blind persons receives county blind relief. The other, though equally needy, must forego a pension. My information is that conditions such as this have resulted in many blind persons taking up their residences in paying counties, and taking their chances of receiving blind relief at the end of three years.

Social workers condemn the law because it discourages industry on the part of blind persons having an annual income of slightly less than \$465. They point out that if a man having an income of \$400 a year should, by considerable effort on his part, increase his income to \$500 a year, he would lose his pension of \$365 by reason of his thriftiness and would be \$265 worse off at the end of the year.

One can find logical arguments for and against blind relief.

The argument against it is that, since the cases of poverty in which blindness exist are complex in nature, lack of sight being only a contributing cause, aid should be afforded through the usual poor relief channels.

The advocates of the measure, on the other hand, maintain that, while other infirmities contribute to the dependency of such persons, it is their blindness which has so complicated the situation that outside aid is required.

So many complaints were received by the Department of Public Welfare from blind people that it undertook a state-wide survey to determine the facts in regard to them. This survey has been completed in 89 counties, not including the county of Cook. In this survey 3,107 blind persons were interviewed. The reasons given for their blindness were: glaucoma, 182; trachoma, 141; cataracts, 917; ophthalmia neonatorum, 83; accidents, 353; and other causes, 1,431.

"Other causes" means that the physician who made the examination gave no determining cause for the blindness—just stated they were blind—thus showing how cursorily many of the examinations were made. The Department found that a large number of "other causes" could be traced directly to trachoma.

Of the 3,107 interviewed, 2,877 were receiving blind relief. Their ages were as follows: from twenty to forty, 250; from forty to sixty, 595; from sixty to seventy, 616; above seventy, 1,556; and not known, 90.

It is estimated that there are 7,000 blind men and women in Illinois, a very large majority of them being in need of financial aid. Is there any responsibility on the part of the state for the comfort of these unfortunate people? If there is a state responsibility—if the state is to continue to pour out its millions of dollars for relief, then a law should be enacted under the provisions

of which uniformity in the distribution of funds may be brought about.

A needy blind person living in a county that has not adopted the present blind relief law, or having at one time adopted it and later discontinued it, is entitled to the same consideration at the hands of the state as a needy blind person residing in a county where the law is now functioning. In other words, the present law should be materially amended, or better still, absolutely repealed, and a new law enacted along more humane lines.

There are many things which should be borne in mind in drafting a new law. First and foremost, it should provide for the state paying all blind relief claims out of state funds, and not on a fifty-fifty basis, which works a great hardship on blind people who reside in counties that are not financially able to adopt the present law.

The administration of the law should be committed to the State Department of Public Welfare, or some other state agency thoroughly officered with competent investigators and social workers who understand the unfortunate blind, as well as the burdens of the taxpayers. Any governmental agency undertaking the administration of the law should be clothed with authority to adopt state-wide rules and regulations, to the end that the deserving may profit—may get that to which they are entitled under the law.

Many of the advocates of blind relief favor a fixed amount to be paid a qualified recipient, while others are of the opinion that the amount to be paid should be left to the administrators of the law, but within the limits of a specified maximum. They claim that a flexible law permitting the payment of a sufficient amount to meet the applicant's need is preferable to a flat rate. An amount beyond what is required to insure the necessities of life,

(Continued on page 248)

LIFE IN A SOUTH AFRICAN SCHOOL FOR THE BLIND

By I. J. LAWRENCE

Reprinted from The Teacher of the Blind.

SOME few years ago the cry was raised in South Africa that nothing was being done for the blind section of the non-European community. Several influential and worthy persons therefore met together, and before long, by various means, money was raised to enable them to buy a small estate, consisting of a dwelling-house and five or six acres of land. Six blind children, drawn locally, were brought to the new school, which was officially opened on May 7, 1927, by His Excellency the Governor-General, the Earl of Athlone, and blessed by His Grace the Archbishop of Capetown.

Less than two years later the school was removed to Faure, some twenty-four miles from Cape Town.

From the original six the school has grown to forty, while there is a waiting list of twenty, who will in all probability be enrolled next year (1933).

The classes range from babies to Standard 6. A vocational class is provided for girls, first and second year, and two for the boys, the first being composed of pupils who have passed through the school, while the other is made up of boys entering between the ages of seventeen and twenty-one.

The institution is run on similar lines to existing institutions in England. It has a Superintendent, Matron, and Staff for the Hostel side, while the Principal and the Teaching Staff are responsible for all training from the kindergarten to the various vocational classes.

The out-of-school hours are catered for, too, in the usual way—reading-classes, in-

door games, wireless, gramophone music, debates, preparation of plays, dancing, and the usual outdoor games comprise some of the activities indulged in. The actual routine of the school differs but little from any European establishment of a similar kind.

The difficulties, however, are far from being so easily disposed of. They are many.

The non-European community of South Africa comprises natives, members of the great Bantu family, familiarly called Kafirs; Malays, who are descendants of the old Malay slaves, brought mainly from the Dutch East Indies; and the colored people, who are really a hybrid race of mixed blood, being descended from the early settlers—Dutch, English, and French, who cohabited with, or sometimes married, the women from Bushmen, Hottentot, or Bantu tribes, as the case might be. Many of these descendants married Malays, and even Chinese, so that it is possible for several strains to be present in one individual.

As a case in point: one of the blind pupils is the daughter of a Chinese father and a "Colored" mother. The consequence is that she is very nearly white, having but little of the Chinese cast of feature, except for slightly slanting eyes, but she possesses much of the inscrutability associated with her father's race.

In the school, then, at the present moment are "Colored" pupils, natives, and one Malay. Each section is distinctive and possesses its own individual characteristics, so that it is often very difficult to find the happy medium when called upon to settle disputes arising through racial differences.

Knives are frequently resorted to as a means of enforcing a moot point, and although disputes are really far from frequent, when they do occur the thin veneer of civilization is speedily thrown off in order to settle things in the good old primitive style.

The language question is a second difficulty. The natives, or Bantus, speak various dialects—Xosa, Zulu, Sesuto, Sechuana, etc.—while the “Colored” use what is now called Afrikaans, really Cape Dutch. When the writer first opened the school, the six children admitted were all Afrikaans speaking, and, as she did not know a syllable of the language, the task was truly a pioneer one in several ways, as it was the first school of its kind in the country. The children were absolutely ignorant of school routine; few, if any, could attend to their own needs; the language question seemed insurmountable, and the school was merely a dwelling-house, in which all lived together, an irregularity in itself to white South Africans!

Six months later the first native boy arrived, and he knew neither English nor Dutch, making things the reverse of enviable, and for some time matters were very difficult for him, although, fortunately, in a way, he had been inured to unkind treatment, having been more or less of an outcast from birth, owing to his disability. His character was such, however, that ere long he had made a place for himself in the small community, and today is one of the most respected boys in the school. He is in Standard 5 and reads fluently in English and Afrikaans.

A year later the second native boy arrived, a youngster of nine. He was a most ghastly and pitiful object, having been in constant pain from birth, or soon after. His eyes were terribly disfigured and nothing had, or could have, been done for him till he entered the school. He spoke

Sesuto, a dialect unfamiliar to the other native boy, and so he also had to go through a very miserable and unhappy time. During the first fortnight at school he cried long and bitterly, and all efforts at reaching him were hopeless. I might add that he had come from Louis Trichardt in the North Transvaal, some 1,270 miles from Cape Town.

I shall never forget the afternoon he set out for hospital. He was lifted into the cart to be taken to the station, with no understanding of what was to happen, or where he was going. Although possessing little color prejudice, having worked amongst Chinese, Dyaks, Malays, etc., any that I might have had melted at that moment in a flood of sympathy for that small, handicapped, and very unprepossessing youngster. At the hospital he fared no better than at school, for no one there could be found who could understand or talk to him, and he had to be strapped down before chloroform could be administered. During convalescence he was invariably found lying under the bed instead of on it—the reason for which we found later. He was frightened lest he should again be strapped down, chloroformed, and operated upon.

This boy is now in Standard 3 and will probably be in Standard 4 before the end of the school year. He also reads fluently in English and Afrikaans—indeed his knowledge of the latter is superior to that of the Afrikaans-speaking children in his form, and at his last visit the Organizing Inspector to the Union Education Department remarked on the excellence of his Afrikaans, both written and spoken.

The non-European section of the community suffers from certain disabilities, the chief, to my mind, being the lack of compulsory education. This prevents the school from growing as rapidly as it otherwise

(Continued on page 248)

MOON SOCIETY MANAGING COMMITTEE

EDWARD M. VAN CLEVE

ON INVITATION of the National Institute for the Blind, a group of Americans met with the Managing Committee of the Moon Society at the Institute's offices in London, Thursday, August 9, 1934, for conference regarding the affairs of the Society. It was proposed to constitute the Managing Committee on an international basis. There were present Col. E. C. Clay, Mr. H. J. Wagg, Mr. W. McG. Eagar (who with Sir Beachcroft Towse had been named as British members of the Committee), Dr. Ernest Whitfield and Mr. A. J. Kitchin, Honorary Treasurers; Mr. M. C. Migel and Mr. Edward M. Van Cleve (who had been invited previously to join the Committee), Mr. Walter G. Holmes, and Mr. Robert B. Irwin. Mr. Burt, Works Manager of the Moon Society, was also in attendance.

Extended discussion of the present status of the Society and of needs and prospects as respects the use of Moon type, a visitation of the printing plant at Brighton, and, on another day, a presentation of the views of Miss Bradfield and Mr. Tate, experts in the field of adult education of the blind, resulted in agreement that a Board of Directors of the Moon Society be established as follows: Col. Clay, Chairman, Sir Beachcroft Towse, Mr. Wagg, Mr. Eagar, Mr. Migel, Mr. Holmes, Mr. Van Cleve, and Mr. Irwin (as alternate for Mr. Migel).

The manufacturing plant of the Society, called the Works, occupies the former home and grounds of Dr. William Moon. Efficient workers, many of them sightless, are engaged in the production of volumes for use over the English-speaking world, the method being by setting of movable types.

Questions that have arisen concern continuance of Dr. Moon's method of alternate right and left running of lines or adopting the method of braille and ink print; admitting contractions to a limited extent; extension of the Society's services at reduced cost. These matters were given careful consideration, and it was agreed that in both Great Britain and America intensive study be made during the winter with interchange of materials and report of findings. A definite policy in regard to these several matters is to be formed after as thorough trial as can be had and the securing of expert opinion. Accordingly, home teachers and librarians are asked to express freely their opinions on the desirability of adopting the method, standard with sighted readers of English and most languages and of braille, of reading from left to right on all lines, or following the standard set by Dr. Moon. Samples for trial of the newer method may be had from the Matilda Ziegler Press, Mr. Walter G. Holmes, Monsey, N. Y., and from the Braille Institute of America Press, Mr. J. Robert Atkinson, Los Angeles, California. (The traditional print is well known to all users of Moon.) Any suggestions of appropriate or possible contractions are welcomed from all sources.

Communications for the attention of the Board of Directors of the Moon Society may be sent to Mr. Walter G. Holmes, Monsey, New York. It is the earnest wish of the American representatives to have as generous co-operation as can be secured in discovering the wishes of home teachers, librarians, and readers of Moon concerning the adoption of changes or maintenance of the present policies.

HUMAN VALUES IN HOME TEACHING¹

By H. RANDOLPH LATIMER

THE term "home teaching" has been applied in so narrow and so broad a sense, according to the field to be covered and the ability of the teacher covering it, that I shall leave the matter of defining this term to those engaged in research work or conducting this activity on a large scale. It will suffice here to say that home teaching carries its general meaning within the two words "home" and "teaching."

Raised in the country, I look upon the so-called country doctor, known in urban communities as the "family physician," as the nearest analogy to the home teacher in the broadest sense of this expression. The country doctor sees every infant into the world, administers to the recovery of youth and manhood, and eases old age gently into the grave. He is surgeon, ophthalmologist, and osteopath. So great is my confidence in the country doctor, or his prototype, the "family physician," that I recently said to my own doctor when he was suggesting that I go to a specialist, "I'll do nothing of the sort. If you can't cure me, I am prepared to pass on." Nevertheless, the specialist, be he surgeon, ophthalmologist, or what not, is, undoubtedly, better equipped to remedy specific ailments than is the general practitioner, however great his ability.

In like manner, the home teacher, in areas where the allied specialists are not to be found, must so broaden the scope of her activities as to include something akin to eye-medical social work, something akin to social case work, something akin to field or placement work, something akin to what we

commonly know as home industries or home work, and something of what we call "friendly visiting." In no case, however, dare she consider herself a finished eye-medical or case worker, placement agent, home worker, or friendly visitor; since these activities on her part must be supplementary only as they are essential to the proper execution of her main task of home teaching per se. In this connection, I call your attention to the fact that for many years here in Pennsylvania, the work of the Pennsylvania Association for the Blind has supplemented the earlier work begun by the Home Teaching Society. As concrete evidence of the picture here given, there is present at this meeting on the part of the Pennsylvania Home Teaching Society, Mrs. Margaret Gaston, who does home teaching in the more restricted sense of the term within Pittsburgh, Allegheny County, and adjacent areas. Also there are present, representing the Pennsylvania Association for the Blind, Pittsburgh Branch, which covers Pittsburgh and Allegheny County, Miss Dorothy Hosford, Eye-Medical Social Worker; Miss Annabel A. Carter, Social Case Worker; Mr. Guy H. Nickeson, Placement Agent; Miss Elizabeth V. Regester, Home Worker, and Mr. Arthur R. Jordan, Friendly Visitor.

With the foregoing in mind, it is easily seen that in certain outlying areas, where distances are great and population scarce, the burden placed upon the home teacher is very clearly an impossible load to carry; and, in proportion as she attempts to fulfil the manifold function, she inevitably neglects the central purpose of home teaching.

¹ Paper presented at the Eastern Home Teachers' Conference, Overbrook School for the Blind, September 5-7, 1934.

Home teaching in its simpler and more practical form seems to me to consist in teaching the individual blind person to read and write one or more embossed types, to do such elementary typewriting as will make him more or less independent in his daily relations with his fellow-men, to master certain therapeutic or occupational handicrafts, as will enable him to while away many an irksome hour. Above all, it must aim to restore the individual blind person to full membership in the "family circle" by teaching him or her to do, without sight, many things formerly performed; and to awake the members of the family to a correct appraisal of their obligations to their blind member and of that blind member's ability still to take his part in their ordinary daily routine.

One definition of the word "human" is "anything suitable to mankind." If home teaching is to embody what we generally understand to be human values, it must, in general, comprise teaching *of* the blind, *by* the blind, and *for* the blind. There is probably no other one field of activity which carries more blessing to the individuals to be directly benefited, at the same time it makes possible the giving of these blessings by individuals who are themselves blind and in need of employment. Whereas, whether the benefit be indirect or direct, in either case it accrues to the blind and is, therefore, very definitely an activity *for* the blind. In proportion, however, as the home teacher is forced by one condition or another to do things for her clients for which she is not adequately equipped, just in this proportion is the human value of her work reduced. Nevertheless, each home teacher, blind or sighted, should have the opportunity during the period of her preparation to acquire the fundamental principles underlying the several associated activities above mentioned, bearing in mind that a little learning is a dangerous thing.

GREATER NEW YORK CONFERENCE OF AGENCIES FOR THE BLIND

On November 28, 1934, representatives of agencies for the blind of Greater New York, together with representatives of the American Foundation for the Blind and the New York State Commission for the Blind, met at the Lighthouse. Mr. Anthony Septinelli, newly elected President of the New York State Federation of Workers for the Blind, announced the appointment of Peter J. Salmon, Secretary and Assistant Director of the Industrial Home for the Blind, as Chairman of the Committee. This group works in co-operation with the New York State Federation of Workers for the Blind, and its objects have been to foster joint action in connection with matters coming up in public departments of New York City. The Committee has also considered special cases and problems relating to work for the blind in Greater New York City.

The meeting on November 28 was called particularly to discuss the news-stand situation. A subcommittee, of which Mr. Benjamin Berinstein is Chairman, has been working on this matter for more than a year. The Committee proposes to take off the existing preference which gives the veterans first call on news-stands. As an alternate for the preference given to veterans, the Committee suggests that the City license such stands to the physically handicapped of all types regardless of whether they are veterans or not, and it is suggested that a license fee be charged, to be based on gross sales. Action by the Committee has been precipitated by the introduction of a bill on the same subject by the President of the Board of Aldermen of the City of New York. The Committee hopes to enlist all city agencies for the handicapped in united action for the bill they are sponsoring.

PETER J. SALMON, *Chairman*

"EYES RIGHT" IN CLEVELAND

In the summer of 1934 a group of men and women, endeavoring to determine ways and means of preserving eyesight and disseminating knowledge on the subject, organized the Sight-Saving Council of Cleveland. On the Executive Committee of twenty-one, are several oculists, the President of the Academy of Medicine, the Superintendent of Public Schools, the President of the Electrical League, the President of the Safety Council, and others. Assisting the Executive Committee is a General Committee of 175 men and women, chosen because of their connections and of their vital interest in the cause. From its inception, the work of the Council has met with a surprising response, partly because of its excellent publicity. A twenty-eight-page booklet, *Eyes in Danger and How to Protect Them*, has been issued, and it arouses immediate interest by such statements as the following:

Of all school boys and girls under twenty, more than 20 per cent have defective sight, and of all young men and women graduating from college, more than 40 per cent have defective sight.

It is conservatively estimated that we are today using our eyes for severe visual tasks 30 per cent more than was common even one generation ago.

At least 20 per cent of all accidents, resulting in personal injury, are due to defective vision.

The artificial light in the average American living room is 1/2000 of sunlight.

Recommendations of the Ophthalmological Club of Cleveland in regard to the safeguarding of eyesight are then given.

The booklet also contains the "Ten Commandments of Sight-Saving" and the "Sight-Saver's Pledge," the latter reading as follows:

I will cherish my eyesight and protect my eyes all my life. I will safeguard my

eyes from dirt and disease. I will not strain my eyes. I will avoid using my eyes in gloom and glare. I will provide my eyes always with adequate and proper light. I will have my eyesight checked from time to time by an eye specialist. I will have any symptoms of eye defects immediately cared for. I will prevent eye trouble, so far as is within my power, by abiding by the laws of light for sight established by the Science of Seeing. I will not save light at the expense of saving sight. I will be a Sight-Saver for myself and for all others whose sight I can protect and preserve.

Parent-Teachers' organizations have entered wholeheartedly into plans for instructing their membership as to the danger of eye neglect and have launched a drive to see that every pupil visits an eye physician, just as he has been taught to see his doctor and dentist. The school superintendents of Greater Cleveland have given their hearty co-operation, and the message is broadcast regularly over one of the local stations under the caption, "Eyes Front." Between September 10, 1934, and November 20, 1934, 201 meetings were addressed by speakers on the sight-saving theme, the total attendance at these meetings being just under twenty thousand. Labor organizations and other fraternal groups have taken an active interest in spreading the gospel, and the effort to make all Cleveland "sight conscious" has already brought results. Dr. Matthew Luckiesch, one of the leading authorities on light today, points out that modern conditions of living and working, and even playing, force us to use our eyes under unnatural conditions.

The blind population of Cleveland increased 26 per cent in the past twenty years, while the total population gain was 80 per cent. It is the aim and intention of the Sight-Saving Council so to emphasize the preservation of sight that the next decade will see even greater gains.

EVA B. PALMER

BIENNIAL CONFERENCE OF NEW YORK STATE FEDERATION

BY MARY DRANGA CAMPBELL

THE New York State Federation of Workers for the Blind held its biennial conference at Grace Church Parish House, Utica, November 16, 1934, with fifty executives and workers, representing fourteen different organizations.

The conference opened with the President, Mr. Peter J. Salmon, Secretary and Assistant Managing Director of the Brooklyn Industrial Home for the Blind, presiding. Dr. Harold C. Lyman, President of the Central Association for the Blind, of Utica, made the address of welcome for the local organization which was the host at the conference and at the luncheon, served by the women of Grace Church.

The papers presented covered "Standards of Home Work," by Dorothy Ross Carmer, Industrial Supervisor, New York Commission for the Blind; "Practical Values in Uniform Statistics of Blindness," by Evelyn C. McKay, Research Agent, American Foundation for the Blind; "Occupational Survey," by C. L. Broun, Supervisor of Employment, New York State Commission for the Blind; "Recent Developments in the Employment of the Handicapped," by Julia K. Jaffray, Chairman, Department of Public Welfare, General Federation of Women's Clubs; "Promotion of the Talking Book in New York State," by Grace S. Harper, Assistant Commissioner, Department of Public Welfare, and Executive Secretary, New York State Commission for the Blind.

Miss Jaffray, in her talk, told of the interest of the General Federation of Women's Clubs in furthering the employment of the five million workers in the

United States who are so handicapped, physically or socially, that they are unable to compete effectively in regular industry; and of the formation of a subcommittee, representative of the various handicapped groups, to study the situation and make recommendations leading to greater employment of handicapped workers.

Mr. Broun in his résumé of placements in New York State (exclusive of Greater New York City) stated that thirty-four of the original forty-one stands operated by blind men five years ago were still in operation; that twenty-seven placements in stands and industry had been made in 1934; and that the merchandise turnover by the blind in the past five years had been over \$1,000,000 and their earnings, \$250,000.

The evening session followed a dinner at the Hotel Utica. Dr. T. H. Farrell, ophthalmologist of Utica, gave an interesting paper entitled "Prevention of Blindness Today;" Dr. Lewis H. Carris, Managing Director, National Society for the Prevention of Blindness, spoke on "What Workers for the Blind Can Do to Aid in the Prevention of Blindness;" and Mr. Morris S. Frank spoke on "The Seeing Eye."

The following new officers were elected for 1935-6: President, Mr. A. E. Septinelli, Employment Supervisor, New York Association for the Blind; Vice-President, Miss Edna Stainton, Executive Secretary, Buffalo Association for the Blind; Secretary, Miss Theresa Wood, Librarian and Assistant, Industrial Division for the Blind, Brooklyn Bureau of Charities; Treasurer, Mr. Frank L. Frost, President, Albany Association for the Blind.

OUTLOOK FOR THE BLIND

125 East 46th Street, New York City

*Please send in promptly notice
of change of address, giving
both old and new; always state
whether the change is tempo-
rary or permanent*

SUBSCRIPTION PRICE \$2.00 PER ANNUM

COPYRIGHT, DECEMBER

1934

PROFESSIONS

During recent years, there has been a growing awareness of the professional aspects of work for the blind. The development of special training for teachers of the blind in the Perkins-Harvard course, the establishment of a training course for home teachers at Overbrook, and various summer institutes have all contributed to this professional consciousness. The promulgation of a code of ethics by the American Association of Workers for the Blind in 1931 was another step in the same direction.

It may therefore be of some interest at this time to mention a recent book, *The Professions*, by A. Carr-Saunders and P. A. Wilson¹. In this scholarly and, at times, philosophical work, the authors undertake to survey the history and development of a number of professions and to describe their present status and requirements.

The first sections of the book deal primarily with professions in England, and, accordingly, some of the more detailed portions are of only academic interest to American readers. The last section, however, is a generalization based on what has gone before and undertakes to define some

of the characteristics which distinguish a profession from other occupations.

According to the authors, "the application of an intellectual technique to the ordinary business of life, acquired as the result of prolonged and specialized training, is the chief distinguishing characteristic of the professions." They continue: "A technique may exist and men may practice it, and yet there may be no profession. . . . A profession can only be said to exist when there are bonds between the practitioners, and these bonds can take but one shape—that of formal association. . . . But though the prestige which attaches to membership depends upon the qualifications demanded, the association cannot demand high qualifications until it has acquired prestige."

Under "professional ideals" are discussed certain obligations—to render service whenever called upon, to give only the best service, to subordinate all personal considerations to the interest of the client, and to observe professional secrecy.

The real object to be attained by the advancement of a profession—and the authors never lose sight of this fact—is not the welfare of its members, important as that may be, but rather the ultimate, maximum welfare of the group they have undertaken to serve. Workers for the blind are rapidly coming to the realization that through better training, broader contacts, and the quickening of their professional lives, they can better help those without sight to whose service they are dedicated.

We should welcome, therefore, the evident desire of social workers to abandon claims to respect based upon good intentions alone; we should meet halfway their earnest endeavors to subject the processes of their task to critical analysis; and should encourage them to measure their work by the best standards supplied by experience—standards which, imperfect now, are being advanced to a point where they can be called professional.—Mary E. Richmond.

¹ Carr-Saunders, A. M. and P. A. Wilson. *The Professions*. Oxford: Clarendon Press, 1933. 536 pp.

FOUNDATION ACTIVITIES

News notes of the current activities of the American Foundation for the Blind

PRESIDENT ROOSEVELT ACCEPTS

The Foundation has been honored by President Roosevelt's acceptance of the office of Honorary President. The President's deep sympathy with the handicapped is well known, and friends of the blind are gratified that he has given this additional indication of his interest in the welfare of those without sight.

TRUSTEES' MEETING

The annual meeting of Trustees of the American Foundation for the Blind was held at the Foundation offices on December 5. Members of the Executive Committee were elected as follows: Mr. M. C. Migel, President; Miss Prudence Sherwin, Vice-president; Dr. O. H. Burritt, Secretary; Mr. William Ziegler, Jr., Treasurer; Dr. A. J. Caldwell, and Mr. G. A. Pfeiffer.

COMMITTEE ON THE HANDICAPPED

Three members of the Foundation staff have been appointed to the Special Committee on Adult Handicapped of the Department of Public Welfare of the General Federation of Women's Clubs. This Committee is interesting itself particularly in employment of the handicapped, both in sheltered workshops and in regular industry.

NEW PUBLICATIONS

The Foundation has published the first three of a series of reading lists prepared by the Foundation Librarian on selected subjects. The three published are *Mental Tests*, *Biographies of Successful Blind Persons*, and *The Blind Pre-School Child*. They may be secured free of charge upon application to the Librarian. Other lists on

various subjects are also available in type-written form, and plans are under way to print and distribute them at the rate of one list a month.

ONE-FARE CONCESSION ON BUSES

For some time the Foundation has been working with the bus companies in an effort to get them to allow a blind person and his guide to travel for one fare on their lines. The Pennsylvania Greyhound, Central Greyhound and Eastern Greyhound Lines have now agreed to allow this concession. They wish, however, to handle this matter somewhat in the same way as they do the "clergy tickets," having the American Foundation for the Blind act for the blind person in the place of the bus lines' Clergy Bureau.

The blind person will secure from the American Foundation for the Blind a book of coupons which must be presented by the holder to the ticket agent when purchasing tickets. These coupon books contain one hundred coupons or fifty rides, two coupons being necessary for each ride—one for the blind person and one for the guide. There is a charge of fifty cents for each book of coupons to cover part of the cost of printing. For identification purposes the blind person must send a snapshot photo of himself (measuring two inches by two inches) which will be attached to the coupon book, together with a letter from an agency for the blind or from his local postmaster, stating that the person is blind and that this is a photograph of him.

The Pennsylvania Greyhound, Eastern Greyhound, and Central Greyhound Lines serve the territory east of Chicago and St. Louis and north of Washington, D. C., including the New England states.

TALKING BOOK

Three new Talking Book records have recently been released—*The Rime of the Ancient Mariner*, by Coleridge; *The Brushwood Boy*, by Kipling; and *A Christmas Carol*, by Dickens. The last named record marks a departure from the usual type of recording inasmuch as appropriate sound effects have been interspersed throughout the story. It is the first record of its type that the Foundation studio has attempted. These records may be borrowed free of charge by blind people from the library of Congress and its various branch depositories, or purchased from the American Foundation for the Blind.

Because of the Federal taxes and the increased cost of materials and parts, and because of certain improvements which have been requested by blind people purchasing these machines, the Foundation is obliged to raise the prices of its electric Talking Book reading machines, the new prices to go into effect January 7, 1935. The new prices will be:

U-10 (for either alternating or direct current) \$45.00 plus \$2.00 for headphones

AC-11, priced at \$35.00 plus \$2.00 for headphones, will be discontinued when our present limited supply is exhausted. This model will be superseded by

AC-12 (for alternating current) \$42.00 plus \$2.00 for headphones. This machine will be identical with the U-10 except that the motor driving the turntable will be suitable only for alternating current; whereas the motor on the U-10 machine is suitable for either alternating or direct current. Both the U-10 and the AC-12 contain a 5-tube superheterodyne radio.

S-10 (spring-driven machine without loud speaker) \$22.00 including headphones

For those who can afford to buy a higher priced machine, there are a few models of

commercial electric machines recently placed on the market which can be safely used in reading Talking Books. The Foundation will be glad to supply information regarding these machines. The cost of these commercial machines to the blind range from \$85.00 up.

GROWTH OF PERKINS-HARVARD COURSE

Since its promotion in 1925 from extension status, the course in Education of the Blind, given by Dr. Edward E. Allen at Perkins Institution (with credit given at Harvard University), has averaged fourteen students yearly. In the classes of the last three years, students with normal vision, and those with degrees from accredited colleges (thirty-five in the United States and seven elsewhere) have been greatly in the majority. These classes are primarily designed to interest and encourage young people to enter the field of the education of the blind, and through professional preparation, to raise the standard of the schools for sightless children.

Seventy-one students who have taken this course and the Perkins Course in Special Methods are teaching, or have been teaching, or working with the blind in fifteen states, and seventeen, in foreign countries and territories of the United States.

AVAILABLE SCHOLARSHIPS

The Master Institute of Roerich Museum announces that it has two scholarships available for blind students in its Departments of Music and Sculpture, one in music and one in sculpture. Any blind person interested in securing one of these scholarships may make application to Mrs. Sina Lichtmann, Director, Master Institute of Roerich Museum, 310 Riverside Drive, New York, New York.

NECROLOGY

H. BEATRIX GRISWOLD

Miss H. Beatrix Griswold, Patroness and Business Manager of the Blind Players Club, died at 9 o'clock Monday morning, November 26, at her home, Willow Brook Cottage on the grounds of Team Play Lodge, the Club's headquarters in Suffern, New York. She was one of the pioneers in New York and Brooklyn in teaching blind people the art of weaving, basketry, and other useful crafts in order that they might be self-supporting and happy. Death was ascribed to heart trouble.

Miss Griswold devoted her entire time and talents to the care, welfare, and education of the blind, bringing sunshine, inspiration, and happiness into their lives.

Funeral services for Miss Griswold were held Wednesday afternoon in the little cottage, and many of the mourners were sightless women to whom she had served as a guide in leading them through the portals of darkness into the realms of contentment and gladness that come with useful work. The Blind Players sang one of her favorite hymns at the house and another at the cemetery.

Miss Beatrix Griswold became a handicraft teacher for Miss Holt at the Lighthouse for the Blind in New York City in 1909. At that time she established the first practical handicraft department in that organization. When she reported for duty the first day, she carried a small loom under her arm, a fact never forgotten by the blind people there. She taught rug-weaving, all kinds of pattern- and embroidery-weaving, basketry, sewing, and many other things. She always placed great emphasis on recreational activities and saw to it that the blind were taught to swim and dance and exercise.

She later organized the work in the Brooklyn Bureau of Charities, and in 1914, at the organization of the Blind Players, she became their business manager. When the Blind Players separated from the Brooklyn Bureau of Charities in 1929 and began to care for other blind people all the year around in their Suffern headquarters, she continued in that capacity. Up to her death, her entire thought was given to the care, comfort, and happiness of her girls.

EVALYN M. GRISWOLD

MARY C. CHAMBERLAIN

Blind readers of New York State, and of many other states, as well as library associates, will learn with regret of the death of Miss Mary C. Chamberlain, which occurred last September.

Miss Chamberlain was formerly the Librarian for the Blind in the New York State Library, which was the first of the state libraries to establish a department for the blind. She held that position from December, 1907, through December, 1933, when she retired. Her term of service covered a period marked by many changes, and throughout that time, the New York State Library held a prominent place in this field of library work.

Of especial value was the Library's important contribution to the collection of New York point books when that type was being widely used. For many years a sum taken from the Library's annual appropriation was set aside to be used in printing embossed books. This was a distinguished service to the blind of the whole country. While the practice did not originate with Miss Chamberlain, for it was in operation when she assumed her duties, she continued the work until a uniform type was achieved and until there were other agencies engaged in the making of embossed books.

To her care in the selection of titles was due, in large part, the excellence of the New York point collection.

Miss Chamberlain was the author of *Library Work for the Blind*, printed as one of the Manuals of the American Library Association. This manual went into its second edition a few years ago.

As a member of the Committee on Work with the Blind of the American Library Association, she had taken an active part in the selection of embossed books provided by the United States Government under the Pratt-Smoot law.

LUCILLE A. GOLDTHWAITE

DECORA COTTLE

On Monday, October 29, Death laid its gentle hand on the life of Decora Cottle. Miss Cottle was born near Chicago in Oak Park, Illinois, April 10, 1889. Her early school days were spent in the School for the Blind at Jacksonville, Illinois, but later she entered the School for the Blind at Lansing where she took her grammar and high-school work.

From early school days, Miss Cottle wished to be a teacher, and toward this objective she worked persistently. A normal course at Michigan State College and training with Miss Roberta Griffith, of Grand Rapids, prepared her for the teaching position she finally obtained. Miss Griffith started the sight-saving and braille classes in Jackson in 1920, and Miss Cottle was given the work which she held until February, 1934.

It is possible that in the United States Miss Cottle was the only teacher with practically no vision who undertook classes of these two types. But not only did she overcome the handicap of a very small percentage of sight and, in the last few years, very poor health, but she acquired a real distinction in her work.

GRACE D. DAVIS

A.A.W.B. CONVENTION ANNOUNCED

The sixteenth biennial convention of the American Association of Workers for the Blind will be held in Louisville, Kentucky, the tentative dates for which will be June 24 to 28, 1935. The American Printing House for the Blind will be host to the convention, with co-operation from the Kentucky School for the Blind.

The sudden death of the President of the Association, the late Herman M. Immeln, has summoned the first Vice-President, Mr. L. L. Watts, of Virginia, to the leadership of the Association. Mr. Watts called a meeting of the Executive Committee in New York City October 9 and 10, when action was taken regarding the meeting place for the next convention. Cordial invitations were received from Washington, D. C., Philadelphia, Detroit, New Orleans, and other cities, but the most pressing one was from Louisville. The Governor of the state, the Mayor of the city, and other well-known officials sent special letters urging Louisville as the convention city. Mr. A. C. Ellis, of the Printing House, was most cordial in his urging of the selection of his city. The Executive Committee, in accepting the invitation, felt that there would be many among the membership of the Association who would deem it a privilege to meet in the Kentucky city, the home of the Printing House and the Kentucky School for the Blind.

Mr. Watts has sent a questionnaire to the membership of the Association asking for suggestions regarding the program for the next convention. Another meeting of the Executive Committee will be held in New York early in January.

In spite of economic conditions, the membership of the A.A.W.B. has not fallen far below the record point of several years ago. The present membership is 240.

STETSON K. RYAN, *Secretary*

APPOINTMENTS



J. C. Lysen

APPOINTMENT IN MINNESOTA

Mr. J. C. Lysen assumed the duties of the Superintendent of the Minnesota School for the Blind at Faribault on November 16. Mr. Lysen succeeds Mr. Mendus R. Vevle, who left the Minnesota School to accept an appointment to the superintendency of the Minnesota State School for Dependent Children at Owatonna, Minnesota.

Mr. Lysen is a graduate of St. Olaf College, Northfield, Minnesota and holds a master's degree from Harvard University. Since his university days, he has been an occasional contributor to magazines and has edited and published country newspapers. After three years spent in the study of theology, he represented his synod as a "home missionary," it being his special

task to establish new congregations and build churches. Upon his appointment to the Minnesota School for the Blind, he resigned from the ministry.

NEW SUPERINTENDENT OF WEST VIRGINIA SCHOOL

On August 15, William C. Reid was appointed to the superintendency of the West Virginia School for the Colored Deaf and Blind. Mr. Reid comes to his new post with considerable background of teaching and administrative work. For two years he was principal of the Court Street School, Freehold, New Jersey, and for nine years, he held the principalship of Stratton High School, Beckley, West Virginia. He is a college graduate, holding an A.B. degree, and he has done a good portion of his work toward the completion of an A.M. degree from the University of Nevada.



William C. Reid

BLIND RELIEF IN ILLINOIS

(Continued from page 234)

they point out, will discourage industry.

A most important consideration in the enactment of a new law should be a statutory definition of blindness, and what constitutes "need."

Furthermore, the law should be safeguarded as to age, residence, etc., to the end that the applicant and the taxpayers may not be imposed upon.

Helen Keller says: "There is no law on the statute books compelling the people to move up closer on the bench of life to make room for a blind brother, but there is a divine law constraining them to make a place for him, not only because he is unfortunate, but also because it is his right as a human being to share God's greatest gift—the privilege of a man to go forth unto his work."

LIFE IN A SOUTH AFRICAN SCHOOL FOR THE BLIND

(Continued from page 236)

would, and it is very difficult to bring "Colored" and "Native" parents to appreciate the importance of training for their blind children. "It is God's will" is the usual cry, and a heartbreaking and thankless task it is for those who have to undertake the work of breaking down prejudice and obstinacy. There is no nice obliging local education authority to send us our pupils. We must literally go into the highways and byways and drag them in; and the worry does not end there, for they have to be fed, clothed, provided with homes during the vacations, together with the usual running expenses of such an institution, on the princely sum of £1 per month per head.

The task of obtaining suitable teachers is a minor difficulty. The teachers have to be trained on the spot, as it were, and few show inclination for the work, it being, as yet, practically an unknown and untried proposition.

Great as are our difficulties, however, still greater are our opportunities, and these might be easily dilated upon at length, but I will content myself by saying that we try to remember that, as teachers of the blind, we bear a responsibility to our profession, and we try to teach our pupils that they, enjoying the advantages of training, also bear a responsibility towards the other blind people in other countries, which they must never forget, and that if they create a poor impression it will inevitably lower the status of the whole blind community. One bad impression will outweigh a dozen good ones!

MILTON'S
BLINDNESS

By ELEANOR GERTRUDE BROWN

"This study of Milton's blindness and of the way in which the difficulty with his eyesight affected the poet's imagery is one of the most interesting scholarly treatises the present reviewer has seen. This may be due to the fact that the book is a very human document. The author has been blind since very early childhood. She draws, therefore, upon her own knowledge and experience. She has a unique approach to her subject." Eda Lou Walton, New York Times Book Review. (One of the *Columbia University Studies in English and Comparative Literature*; \$3)

COLUMBIA UNIVERSITY PRESS

2960 Broadway, N. Y. C.

BULLETIN BOARD

News items from agencies for the blind in all parts of the country are desired for these pages. All manuscripts should be in the Editor's hands four weeks before the date of publication.

Missouri Commission for the Blind—On October 24, the offices of the Missouri Commission, including the pension, prevention of blindness, home teaching, and accounting departments, were moved from 3858 Westminster Place to 4342 McPherson Avenue. The St. Louis Broom Shop and the home industries department remain at 2832 Washington Avenue.

Wichita Workshop and Training School for Adult Blind—The new Wichita Workshop was formally re-opened with a service of dedication on September 20. The shop is now entirely on the ground floor and is especially designed for the convenience of the blind workers and the general efficiency of the shop. At the opening, six months' contracted work was already on hand. The policy of the shop was changed over a year ago to include two principles: first, no article should be made in the shop which would not sell upon its own merit without any sentimental appeal; and second, that no article should be made having a sales value of over \$1.00. Those in charge of the shop are constantly seeking to draw away from the stereotyped production and to develop new projects. For those blind people who are unable to work in the shop, volunteer readers, seniors in Wichita University, visit them at regular hours, spending not less than one hour each visit in reading and discussion.

Tennessee School for the Blind—Plans have been made for the erection of a School Lodge or Scout Camp at the Tennessee School. The Lodge is to be located ten miles from the School on the edge of a large, timbered area and is to be made of logs. The building will be one and one-half stories in height, with sleeping facilities on the second floor, a playroom, kitchen, small bedroom, and bathroom on the first floor. The money for this camp was made several years ago by a concert given by the pupils of the School and sponsored by the local Lions Club. . . . Among the improvements made at

the School during the last year is the acquisition of a well-equipped hospital. A two-story brick building, formerly serving as a residence, is located on the campus and has been completely renovated and equipped. The normal accommodations of twenty-four beds can be increased to thirty in an emergency.

Toledo Society for the Blind—The workshop has been kept busy during the past month with unusually large orders for recaning of chairs. One of the Lake freighters sent a shipment of thirty-one large chairs to be recaned, repaired, and refinished. Another organization placed an order for two dozen chairs to be recaned; one of the hospitals placed a large order, and in addition, the regular run of work, consisting of one and two chairs has gone on daily. These large orders coming in have made it necessary for the men even to work at home during the evenings in order that no one be disappointed. A hundred blind people and their guests were present at the Hallowe'en party held at the Society, on November 1. Many blind people came in original fancy costumes, among them one man dressed as a robot.

Blind People's Association of Connecticut—At the October meeting of the Association, the following officers were elected: President, Emil A. Johnson; Vice-president, Victor Bachman; Treasurer, Mrs. Arvid Holmberg; Secretary, Helen L. Knox. The Association meets the second Saturday of every month in the Central Baptist Church in Hartford.

New Jersey Commission for the Blind—A great deal of interest in the Talking Book is being developed in New Jersey through demonstrations before women's clubs. The demonstration is usually held in connection with a sale and exhibit of articles made by the blind and is usually preceded with a reading by an expert braille reader. As several of these demonstrations have been given before district meetings

of the State Federation of Women's Clubs, many of the clubs are asking for presentations to individual clubs, thereby interesting the local club-women in blind people of their locality who would appreciate being able to own a machine. The Woman's Club of Upper Montclair has arranged for a demonstration at the Clubhouse December 13, 1934, and has invited the service clubs and women's clubs all over Essex and Passaic Counties. The Junior Federated Women's Clubs have pledged the purchase of many machines and set aside a considerable sum of money as a revolving fund with which to purchase machines which may, in turn, be bought on easy payments by the blind. The State Commission has already purchased machines which are to be used for instruction purposes.

New York Association for the Blind (Lighthouse)—Miss Frances Anderson was appointed Supervisor of the Lighthouse Clinic for the Prevention of Blindness in September. . . . Mr. A. E. Septinelli, Employment Supervisor of the New York Association for the Blind, was elected President of the New York State Federation of Workers for the Blind at their meeting in Utica on November 16. . . . This fall the Music School was re-opened at the Association. Any blind or partially sighted man, woman, or child who is interested in this activity may still register for instruction. . . . A Christmas Party for the blind inmates of the City Home on Welfare Island is scheduled by the Lighthouse for Friday afternoon, December 21. A program of music will be given and gifts distributed.

Pennsylvania Institution for the Instruction of the Blind—About \$850 was expended toward altering the girls' reading room, making it into a library of print books for the use of the teachers and advanced students. Some provisions were also made for the beginning of a school exhibit of historic braille books and appliances for the blind. The new shelves, opened and closed, more than double the capacity for books. . . . Seven of the graduates of last June are now attending public high schools. . . . The educational trips on Friday and Saturday mornings provide for each class in rotation the opportunity to visit the Franklin Institute Museum, where most of the exhibits are opera-

tive; the planetarium; the Academy of Natural Science; the Commercial Museum, where lectures and demonstration lessons are given on topics of geography, industry, and science; the University Museum, where correlative information on geography and history is given; and historical places, such as the Betsy Ross House and Independence Hall. . . . The installation of ten new showers, operated from a central control, has increased comfort and economized time and energy in the girls' physical education department.

Detroit League for the Handicapped—On December 1, Mrs. Nelson McCormick replaced Miss Martindale as Director of the Detroit League. Mrs. McCormick previously acted as First Vice-president and Junior League Chairman of the League for the Handicapped.

Pennsylvania Association for the Blind (Pittsburgh Branch)—The Blind Men's Club of Pittsburgh held its annual Hallowe'en party Saturday evening, October 27, at the headquarters of the Pennsylvania Association for the blind. . . . The Progressive Blind Women's Club sponsored a pure-food dinner at the Association auditorium on Tuesday evening, November 13. . . . A meeting was called by Congressman Matthew A. Dunn on November 19 to discuss better legislation pertaining to the blind pension. Through the courtesy of Mr. H. Randolph Latimer, Executive Secretary of the Pennsylvania Association for the Blind, the meeting was held in the auditorium of the Pittsburgh Branch. Many constructive ideas were advanced; however, it was concluded that since pensions are primarily for the unemployed blind throughout the state, they cannot adequately serve as a substitute for employment.

Arthur Sunshine Home and Nursery School for the Blind—The Arthur Sunshine Home has recently added to its staff Miss Barbara Mitchell as head of its residential nursery school. Miss Mitchell is a graduate of Barnard College and has done postgraduate work in her chosen field at the University of Cincinnati and New York University. She has taught two years at the Waldon School, a progressive school in New York, and has recently had special experience in

the use of progressive educational methods with exceptional children at the Little Red Schoolhouse in New York City. . . . In January Miss Elizabeth Hoyt is coming to the Arthur Home as nursery supervisor. Miss Hoyt is a graduate of Wheelock Kindergarten Training School, Boston, and of the Boston Children's Hospital. She has also had some training in public health nursing. . . . Thanks to the excellent co-operation given to the Extension Service of the Arthur Home by the Department of Institutions and Agencies, by the Commission for the Blind in New Jersey, and by the organizations for the blind in other states, this Service is already making a worth-while contribution to various handicapped children in their own homes. The development of this Service has been put in the hands of Mrs. Dorothy Snell Murphy who came to the Home in February, 1934.

West Virginia State Schools for the Deaf and the Blind—The enrolment at the West Virginia School is at present 114, 44 girls and 70 boys. The faculty, with the exception of one teacher in the vocational department, Mr. S. W. McKinley, from the Texas School, is the same. . . . The making and renovating of mattresses is a new vocation in which the School is planning to offer its students training. . . . Three boys and three girls were graduated from the high-school department last June. . . . Boys of the West Virginia School met those of the Maryland School at Overlea in a field meet.

Topeka Association of Blind for Service, Inc.—A successful demonstration of work for the blind was given at the Kansas Free Fair of 1934. Sale of more valuable articles was noticeable this year rather than the sale of smaller, inexpensive pieces and souvenirs. . . . The Association held a picnic in the shelterhouse of one of the parks in Topeka on September 27. The affair was attended by a good many of the older blind people and the shut-ins. A program was given during the evening.

Louisiana State Board for the Blind—An exhibit of articles made by blind people attracted a good deal of attention at the Calcasieu-Cam-

eron Fair at Sulphur, Louisiana the week of October 18. The exhibit was under the direction of Miss Lena Woolman, state teacher for the blind, and consisted of baskets, trays of different sizes, doll furniture, towels, belts, and other articles.

New York State Commission for the Blind—The report of the Brooklyn Census of the Blind and the survey of the resources for the blind, made under the auspices of the New York Commission, is practically completed and will be released for publication within a few weeks.

Montreal Association for the Blind—At the twenty-sixth annual meeting of the Montreal Association on October 10, Philip E. Layton, President and founder, made a stirring appeal for the blind people of Canada, saying that criminals receive better care than do the poor blind. The purpose of his speech was to further the pension for the blind which is pending in Parliament. It was also noted at the meeting that eight pupils from the school for the blind had passed their examinations at the Associated Board of the Royal Academy of Music, and five of the eight received honorable mention.

New Jersey Blind Men's Club—The twentieth annual entertainment of the New Jersey Blind Men's Club was held at Fuld Hall in Newark on December 8. The entertainment was in the form of a light musical comedy, the parts being taken by members of the Club under the direction of Mr. Al Whalen, also a member of the Club. The purpose of the affair was to raise funds for the maintenance of Camp Happiness, a summer vacation cottage situated a short distance from Sandy Hook. Through this means, the Club furnishes free vacations to more than one hundred blind men of the state each summer.

Perkins Institution—Founder's Day Exercises were held at the Lower School on November 9, the birthday of Michael Anagnos. Episodes in the life of the founder were acted out by pupils in costume. . . . Four members of last year's graduating class entered college this fall.

NOTES FROM THE FOUNDATION LIBRARY

The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind.

The new biography of Franz Anton Mesmer, by Margaret Goldsmith, published by Doubleday Doran Company, devotes a chapter to the efforts made by the famous physician and hypnotist to cure the blindness of Maria Theresa von Paradies, a gifted blind pianist and protégée of the Empress Maria Theresa of Austria. At first successful, these attempts had to be discontinued because of the enmity displayed by Mesmer's jealous colleagues. Balked on every point, Dr. Mesmer finally had to leave Vienna in disgrace.

The National Council of Jewish Women has prepared a *Guide for Work With the Blind* for the use of its members. In this booklet advice is given as to how to deal with blind children, for their later training, and to the organizations working to provide a useful life for the blind adult.

An article called "Problems of Braille Pictures Solved" is found in the *Red Cross Courier* for July, 1934. It is a description of the invention made by Mrs. Richard F. Armstrong to produce pictures in raised print by the help of an ordinary sewing machine.

Working Dogs, by Elliott Humphrey and Lucien Warner, published by the Johns Hopkins Press, Baltimore, Maryland, is the story of the effort to produce a strain of German shepherd dog which would prove itself capable of fulfilling a specific purpose, that of acting as guide for the blind. Mr. Humphrey is on the staff of the Seeing Eye, Inc., at Morristown, New Jersey, the organization which carries out the Fortunate Fields system of dog training in this country.

Elliott F. Humphrey has also written an article for the *Journal of Heredity* for April, 1934, called "Mental Tests for Shepherd Dogs" in which is discussed various mental traits making for usefulness in dogs of this kind.

The magazine, *Safety Education*, for September, 1934, contains an article, "Students of the Seeing Eye," by Mabel Travis Wood, describing the instruction given at the Seeing Eye organization in Morristown, New Jersey. In the *Christian Herald* for August, 1934, there is another article on the same subject, "The Seeing Eye," by William L. Stidger.

In *Dark Island*, a new novel by V. Sackville-West, there is a blind character in Philip Wilson, the father of the heroine.

Clarence Hawkes, the blind author, has just had his new book, *Doctor Thinkright*, published by the Thomas Y. Crowell Company, New York. While the continuity of the book is kept through its central figure, Dr. Thinkright, each chapter may be considered as a separate story. In each a familiar type of person is brought out, as, for instance, the neurotic egotistic woman whose whole outlook is changed by the adoption of a child; the wealthy hypocrite who uses the church to cloak his predatory business practices and pays his clerk starvation wages; the grasping miser, etc.

In *The Saturday Evening Post* for December 15, there is a story with a blind character, "Two Lovers Pass," by Eleanor Mercein. The old general, now blind, meets his former sweetheart, now a cripple.

HELGA LENDE

BOOK NEWS

A PSYCHOLOGIST ANSWERS

SIXTH SENSE, by Earnest Elmo Calkins.
In the Atlantic Monthly, December, 1934.

It is a great pity that Mr. Calkins did not choose a more appropriate title for his article in the December *Atlantic*. In the literature of blindness, the *sixth sense* is the sense of obstacles, the ability to detect the presence of objects before colliding with them. In the history of psychology, the *sixth sense* was the muscular sense, so named because psychology then recognized that the traditional five senses did not cover our equipment for discovering the facts of the world outside and the world inside. The recognition of the presence of sense organs in our muscles, through which we could know the position of our limbs and control them without looking at them, was the first addition to the original series of senses, now expanded to include sensations from joints and tendons, from the semi-circular canals, and from our internal organs. To biologists, the *sixth sense* is the *homing sense*, found most clearly in birds, insects, and certain mammals. To Mr. Calkins, the *sixth sense* means none of these but seems to serve either for the sharpening of any sense through training, the "sensory compensation" of the scientist, or for "something that seems to transcend the range of even a highly developed sense—a trait of the mind, perhaps, by which the blind, for example, seem conscious of the nearness of an obstacle or aware of a beautiful view, or the deaf arrive at understanding by a process of deduction, an 'increase in the power of criticism', as a deaf actor and producer described it," quoting from the questionnaire Mr. Calkins published to induce readers to send in their anecdotes.

As a matter of fact, most of his article could be subsumed under the heading "Sensory Compensation," forgiving his occasional lapses into the mysterious and the occult on his own confession that he is not writing as a scientist. In his questionnaire, he called for illustrations of the marvelous, and he could not resist the influence of the reports of "strange and elusive faculties known as psychic," although he did not find many of them suitable for inclusion in his article.

The article is divided into six sections on some secret plan not obvious to the reviewer. In the first section, Mr. Calkins tells of the ample contributions flowing in as a response to his questionnaire and explains his selection of material. " . . . my primary interest is with the narrower field of adaptation to a lost sense, sometimes called compensation, whereby the blind man finds his way along unfamiliar paths or the deaf person divines the mental attitudes of others."

In Part Two, he gives some examples of mysterious warnings of danger and seems to prefer to explain them in terms of some "inward monitor" rather than by the sharpening of the senses. Of course it is very difficult for anyone to give a satisfactory explanation of an anecdote, as the report is generally limited to the more conspicuous and striking events while vital elements may be overlooked in the excitement of the experience or through unconscious memory editing when the story is told. But it would seem quite reasonable to raise the question whether an acute sense of smell in the blind woman and a quick perception of slight movements in the grass in the case of the deaf woman might not explain their reactions to snakes, without appealing to the curse of Biblical tradition or to any miraculous intuition.

In Section Three, Mr. Calkins gives an all-too-brief report of a southern horse-

dealer, whose blindness seems to have been no handicap, and some of the better known facts about distinguishing colors by the texture or smell of fabrics.

In Section Four, he slays the psychologists, apparently because he has not taken pains to study the meaning of their contributions. Professor Gault says: "I have never interpreted these or any such cases as evidence of a sixth sense but rather as evidence of the enormous possibilities that lie in appropriate training," and Professor Boring writes in similar vein. The gist of Professor Hayes' long article on "Sensory Compensation,"¹ where the guesses of casual observers and the anecdotes of current speech are checked up by the reports of earnest scientists, seems to have been missed completely. He did not show that the blind are inferior in hearing and touch, as Mr. Calkins says, but merely that the superiority which has been such a cause of wonder is the result of specific training in lines where it is needed in the life of a blind man, and that when a blind man is tested for sensory acuity in ways which he has not practiced, no superiority is found. But why spoil a good story just to give the exact facts? Why take the joy out of the marvelous by explaining it? "The feats of hundreds of blind and deaf contradict the literal and limited tests of the psychologists. The very scientific accuracy of the tests precludes recognition of something less tangible existing in the mind—faculty, intuition, the result of necessity, experience, education—which indicates some use of the sense being measured that cannot be recorded mechanically. The feats of the blind and deaf described here, and numerous others for which I have no space, can without doubt be explained rationally, but that does not do away with the almost miraculous quality of the feats." The re-

viewer wonders what is left of a miracle when it has been rationally explained!

Section Five gives more wonders and more criticism of the psychologists, a criticism which they cannot accept. "... we are confronted by phenomena which surely exist, but with which the equipment of the psychologists is unable as yet to cope. I am aware of the unreliable nature of the unsupported evidence I have quoted, but its unanimity is in its favor." Psychologists are unable and unwilling to sit at a desk and weave theories from anecdotes, but they do not admit an inability to deal with phenomena which can be demonstrated. Psychologists have themselves made mistakes in the use of the questionnaire method, but of recent years the tendency has been to use this method as a drag-net to make preliminary contacts and discover trends for experimental investigation. They do not use unsupported evidence, and they do not assume that unanimity is any criterion of value. There is still unanimity in our sensory experience of the setting sun, and practically all the superstitions still current in modern thought are based on the same type of reasoning. A thousand zeros is still zero, and a hundred casual observations might be less valuable than a single carefully controlled experiment. For those who seek the thrill of the marvelous, the reviewer would suggest that instead of considering the modest feats of the blind and the deaf, they make an investigation of the reports of the British Society of Psychical Research which contain a rich hoard of such material.

In Section Six, Mr. Calkins gives us some facts from an old book published in 1845 by Kitto, *The Lost Senses*, and makes a few remarks about various deaf-blind persons, who, by the way, seem to be completely lacking in the sense of obstacles, the real sixth sense of the blind. As a final

¹ See *Outlook for the Blind*, February, April, and June, 1934.

shot at the psychologists, the author says: " . . . it is quite likely that even such a seemingly supernaturally endowed individual would not, if submitted to the Simon-Binet tests, show a greater sensitiveness to touch than the average normal person." Considering the wide use of the Binet-Simon Tests in the public schools for nearly a generation, it is equally surprising that the proofreader for the *Atlantic* should have passed such a verbal error as "Simon-Binet," and that Mr. Calkins should not know that these tests are used to measure intelligence and not sensitiveness to touch!

SAMUEL P. HAYES

VISUALLY HANDICAPPED CHILDREN

PARTIALLY SIGHTED CHILDREN, *Report of the Committee of Inquiry into Problems Relating to. His Majesty's Stationery Office, London, England. 1934. 200 pp. 3 s.*

Our bookshelf of references on school children with partial sight and the organization of sight-saving classes for such children will be greatly enriched by the report, recently published, which was prepared by a committee appointed by the Chief Medical Officer of the Board of Education.

Since the organization of the first American sight-saving classes in 1913, short articles, bulletins, and reports have been published from time to time, presenting the methods and administration of sight-saving classes. This material has been excellent, but in no one publication to date have we had quite so thorough a study of the daily problems as in this British Report.

For those who have been familiar with the operation of sight-saving classes for the past twenty years, this report is well worth reading as a review of the entire educational problem presented by the partially sighted child. For the novice, it will serve

as an exceptionally clear exposition of all the phases of work connected with the finding, the education, and the follow-up of pupils with partial sight. Many of these problems are by no means limited to England, and their solution is of common concern to all interested in the education of children in conservation-of-vision classes all over the world.

Of especial interest in this connection is the discussion of "Ophthalmic Standards" and the chapter on "Medical Care and Supervision." The child with myopia always presents a baffling case. Some ophthalmologists hold that all such cases properly belong in a sight-saving class; others, that they do not; while still others desire to distinguish between the progressive and the non-progressive types of myopia. It seemed to the reviewer that all phases of this subject were recognized and most ably presented and that the conclusions on pages 22 and 23 were sound.

The chapter on the "Medical Care and Supervision of the Partially Sighted Child" also contains suggestions for the all-around care of these children and emphasizes the need for very close co-operation between the home and the school. While time and money often limit the means of carrying out this very important phase of sight-saving, the emphasis which this report places upon it is significant. We would, however, take exception to the recommendation that the work of home-visitation and follow-up be delegated entirely to a school nurse. It is our experience that over-emphasis on the medical phase of a child's disability may produce behavior problems and develop mental conflicts, thus increasing rather than diminishing the difficulties the child has to overcome in making satisfactory physical and personality adjustments. The medical social worker, or better still for in-school children, the so-called visiting teacher who has had special

ophthalmological training, would seem to be a more logical person to make the home-school-medical contacts. To these services such a worker could also add the supervision of the social and vocational adjustments of boys and girls who leave school between the critical ages of fourteen and eighteen.

Ophthalmological follow-up and supervision of the post-school child is recommended. The importance placed upon this type of care throughout the school and after-school period seems to indicate beyond a doubt the inadequacy of the provisions for partially sighted children in ordinary classrooms and stresses the need of special classes and special supervision for all such children.

It is interesting to note that a whole chapter is given to the subject of "Segregation and Non-Segregation." While the plan generally in use in England is the segregated type, the Committee recommends the non-segregated type of class. To support their recommendation, they have discussed at some length the practical difficulties and advantages of both plans, and they conclude that, in the interests of the child, the difficulties in the practical working out of the non-segregated type of class are inconsiderable when compared with the benefits of inter-related regular class work.

In the chapter on "The Types of Education Provided for Partially Sighted Children," the number of children enrolled in special schools for the blind, both day and residential pupils, is given. The report sums up its findings of this practice in the following words:

. . . that the partially sighted child who has been taught with the blind is liable to find after-school adjustment in the life of the world of the seeing unnecessarily difficult.

This evidence presents a cogent case against the admission of partially sighted

children to schools for the blind. . . . Finally, all the arguments . . . against the policy of segregating partially sighted children from fully sighted children apply *a fortiori* to educating them with the blind.

The report continues with the discussion of individual cases and of the problem of the partially sighted child in the rural community. There is a recommendation that certain schools for the blind might be turned over for the exclusive use of partially sighted children when it is impossible for these children to attend the day-school classes. The cost of such a scheme, which includes board, would seem to the writer prohibitive and probably not a feasible solution for the education of the partially sighted rural child.

Pending a satisfactory school placement for partially sighted pupils from widely scattered districts, and pending their continued enrollment in schools for the blind, the report suggests special sight-saving methods for these pupils in such schools. If the alternative to attendance in sight-saving classes is the attendance in an ordinary public school, the Committee recommends special consideration for these children while in the regular classes.

It seemed to the reviewer that the "Educational Problems" of partially sighted children which were discussed in the report were those common to all, and that the differences existing between the British and the American, or other, school systems would be of little import to the profitable reading of this chapter by all sight-saving teachers. The subject of reading, for instance, is dealt with in all its general pedagogical as well as medical aspects. To the uninitiated, the pros and cons of what the myopic child should or should not read may prove confusing, but to those who have given this subject some years of thought, the discussion should prove of great value and the recommendations of the Committee

of great interest. The need of more textbooks for older pupils in the American sight-saving classes makes the recommendation in regard to the use of eighteen-point books for older pupils a significant one.

The attitude on handwork can well be summed up in the following:

. . . and in respect of the purpose of the work there seems to be no profound difference (between the partially and full-sighted children) beyond the need to provide for the partially sighted children profitable alternatives to unbroken periods of reading and other occupations that involve eye-strain.

In this subject, as in others, the fact that there are some myopes and some low-vision pupils in every group calls for differentiation on the basis of the eye condition. It is suggested that the materials and the processes allowed these pupils be determined by the eye conditions and by their safety and practicability for each individual pupil.

The Committee makes definite recommendations in regard to physical education, which subject also emphasizes the importance of a differential curriculum on the basis of the pupils' eye conditions. Suggestions are definite and specific except that in the cases of myopia, the ophthalmologist is considered the final authority and is called upon to decide the amount of physical training and exercise allowed to myopes.

The final chapter deals with employment and lists certain occupations engaged in by pupils in several English cities. Mention is made of vocational training, and the Committee concludes that special vocational training is impracticable.

The report is most carefully compiled. There is a topical table of contents, a summary of principal conclusions and recommendations, a report upon some investigations into myopia, and a report on the legibility of print, with specimens of different types.

Altogether, this is a report which should be available and should find its way into the hands of all persons interested in the organization and the conduct of classes for the education of partially sighted children. It should stimulate further thought and study on the moot questions which are so thoroughly discussed. School administrators will find a complete picture of the wide variety of problems in this educational field which is receiving increasing recognition on the part of school authorities; and a thoroughly reliable reference to use in the care and education of the partially sighted children within their own communities.

HELEN J. COFFIN

BRaille ANAGRAMS

Braille Anagrams, a game blind and seeing people may enjoy together. Bertha L. Martien, 1739 Q Street, N. W., Washington, D. C.

APPLIANCES AND GAMES FOR THE BLIND

The American Foundation for the Blind carries a full line of appliances and games manufactured by the National Institute for the Blind, London, England.

Price list will be sent upon request.

AMERICAN FOUNDATION FOR THE BLIND
125 East 46th Street, New York

FELLOWS' "FOLLOW-THROUGH MAP" FOR THE BLIND

City maps can now be made available to the blind through a plan evolved by Mrs. Leslie R. Fellows, of Saint Paul, Minnesota. Two maps of Saint Paul and Minneapolis have just been completed, one to be used by the State Board of Control, Division for the Blind, and the other is in use at the recreation center or Home for the Blind, 1605 Eustis Ave., Saint Paul.

Of these maps an observer says:

"By this means a plan has been worked out to give the blind a mental picture of their immediate surroundings. By careful study of the map they can readily establish their orientation. It will free them from the restrictions a lack of knowledge of their environs imposes upon them. It will help them to visualize distance and fix the relationship of one place to another. It will relieve them of much of the mental strain of alertness because it will give them immediate contacts on which they depend so much. It is more than a relief map. It is

what its name implies, a follow-through map.

"In it the main arteries of traffic are carried out with materials of mildly different characteristics easily followed through. Railroads involving hazardous grade crossings are clearly shown. All bodies of water are indicated and bridges shown in sharply contrasting materials. Parks, playgrounds, boulevards, etc., are brought into relief to become a part of the picture. Important streets are labeled, places and street car lines are marked with Brailled symbols and explained in the key.

"It is hoped that all cities will avail themselves of the plan. It is called particularly to the attention of Directors of Sight Saving Classes in Public Schools and welfare groups interested in the blind. For detailed instructions address Mrs. L. R. Fellows, 2289 Commonwealth Ave., Saint Paul, Minnesota. To one who assumes the task of making one of these maps will come the greatest thrill of her experience, the reaction of one blind person to her efforts."

REPRINTS FROM THE WORLD CONFERENCE PROCEEDINGS

PSYCHOLOGICAL PROBLEMS OF THE PRE-SCHOOL BLIND CHILD

By Siegfried Altman 25 cents

THE TRAINING OF TEACHERS OF THE BLIND

By Augusto Romagnoli . .15 cents

HIGHER EDUCATION OF THE BLIND AND THEIR CHANCES IN THE PROFESSIONS

By Dr. Carl Strehl 25 cents

EMPLOYMENT OF THE BLIND IN WORK FOR WHICH SIGHT WAS FORMERLY CONSIDERED ESSENTIAL

*By Captain E. A. Baker
and J. F. Clunk 25 cents*

WORKSHOP MANAGEMENT

By George Danby 15 cents

BLIND WORKSHOP OCCUPATIONS

By S. W. Starling 25 cents

You will find these papers, selected from the *Proceedings* of the World Conference on Work for the Blind (New York, 1931) convenient for quick reference, for lending and for exhibits.

A limited number of copies of the entire *Proceedings* of the World Conference are still available. Cloth bound, \$5.00

ORDERS SHOULD BE ADDRESSED TO THE
AMERICAN FOUNDATION FOR THE BLIND
125 EAST 46th STREET, NEW YORK, N. Y.

OUR CONTRIBUTORS

EDWARD E. ALLEN, D.Sc., is Director Emeritus of Perkins Institution and has been connected with the education of blind children for forty-six years.

MARY DRANGA CAMPBELL, Director of Division for the Blind, of The Seeing Eye, Morristown, New Jersey, is the retiring Secretary of the New York State Federation of Workers for the Blind.

LEE CHAPMAN, M.D., is well known in the medical profession; is a poet, writer, and President Emeritus of the Lancaster (Ohio) Garden Club. His blindness resulted from a dynamite accident eight years ago.

HELEN J. COFFIN is Supervisor of the Braille and Sight-Saving Classes of the Cleveland Public Schools.

SAMUEL P. HAYES, Ph.D., is Consulting Psychologist for the American Foundation for the Blind, and Professor of Psychology at Mt. Holyoke College. Dr. Hayes standardized the Binet-Simon Tests adapted for use with the blind. He has, for some years, been Director of Psychological Research at

the Pennsylvania Institution and Perkins Institution.

H. RANDOLPH LATIMER, Ph.B., is Executive Secretary of the Pennsylvania Association for the Blind.

I. J. LAWRENCE was, in January, 1933, Principal of the Athlone Blind School, Faure, South Africa.

EVA B. PALMER is Executive Secretary of the Cleveland Society for the Blind.

STETSON K. RYAN, Executive Secretary, Board of Education of the Blind, Hartford, Connecticut, is Secretary of the American Association of Workers for the Blind.

PETER J. SALMON, Secretary and Assistant Managing Director, Industrial Home for the Blind, Brooklyn, is President of the New York State Federation of Workers for the Blind and a member of the Sheltered Workshop Committee of the NRA.

MARY L. SILVIS is on the staff of the Department of Public Welfare, Chicago, Illinois.

EDWARD M. VAN CLEVE, Superintendent of the New York Institute for the Education of the Blind, is a member of the Managing Committee of the Moon Society.

FORM OF BEQUEST

I give and bequeath to the American Foundation for the Blind, Inc.
125 East Forty-sixth Street, New York, N. Y., the sum
of _____ Dollars
for the general use of said corporation.

(Signature)

(Address)

PUBLICATIONS

OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

GENERAL

DIRECTORY OF ACTIVITIES FOR THE BLIND IN THE UNITED STATES AND CANADA—1932 edition

Compiled by Lotta S. Rand.....\$2.15

DIRECTORY OF PERIODICALS OF SPECIAL INTEREST TO THE BLIND

Compiled by Helga Lende..... 25c

PROCEEDINGS OF THE WORLD CONFERENCE ON WORK FOR THE BLIND.....\$5.00

READING LISTS ON SELECTED SUBJECTS IN WORK FOR THE BLIND

Compiled by Helga Lende..... Free

THROUGH BLIND EYES

By Maurice de La Sizcranne. Translated by F. Park Lewis, M.D. (Distributed but not published by the Foundation).....\$1.35

EDUCATION

ADAPTATION OF EDUCATIONAL TESTS FOR USE WITH BLIND PUPILS

By Kathryn E. Maxfield..... 75c

THE BLIND CHILD AND HIS READING—A Handbook for Teachers of Primary Braille Reading

By Kathryn E. Maxfield.....\$1.75

THE BLIND CHILD IN THE WORLD OF NATURE—A Report of a Nature Study Project

By Dorothy Dean Sheldon..... Free

THE DALTON LABORATORY PLAN IN A SCHOOL FOR THE BLIND

By Helen Parkhurst and J. M. Ritchie... Free

THE DEPARTMENT OF SPECIAL STUDIES

By Frieda Kiefer Merry, Ph.D...... Free

FROM HOMER TO HELEN KELLER

By R. S. French, Ph.D......\$2.25

GENERAL SCIENCE—A One-Year Course of Study Adapted for Use in Schools for the Blind

Compiled by the General Science Committee 50c

PRESENT STATUS OF INSTRUCTION IN PRIMARY READING IN RESIDENTIAL AND DAY SCHOOL CLASSES FOR THE BLIND

By Kathryn E. Maxfield..... 25c

SUGGESTIONS FOR MOTIVATING PRIMARY BRAILLE READING

By Frieda Kiefer Merry, Ph.D...... 25c

TOUCH READING OF THE BLIND

By Karl Bürklen. Translated by Frieda Kiefer Merry, Ph.D......\$2.00

HOME TEACHING

CASE-WORK PRINCIPLES IN WORK FOR THE BLIND. A Symposium (Reprinted from the *Outlook for the Blind*)

By Helen P. Kempton, Ethel L. Harvey, Mary Virginia Miller, Calvin S. Glover, and Eva B. Palmer..... 25c

HOME TEACHERS—SIGHTLESS OR SEEING? A Symposium (Reprinted from the *Outlook for the Blind*)

By O. H. Burritt, D.Sc., Murray B. Allen, and A. Siddall..... 25c

VOCATIONS

BLIND DICTAPHONE OPERATORS AND TYPISTS IN THE UNITED STATES AND CANADA

Compiled by Charles B. Hayes..... Free

INSURANCE UNDERWRITING—A Study of the Business in Its Relation to Blind Agents

By Lela T. Brown..... 50c

OSTEOPATHY—Opportunities for the Blind in Training and Practice

By Lela T. Brown..... 50c

PROFESSIONAL WRITING—Opportunity for the Blind in Journalism and Allied Fields

By Gordon Lathrop..... 50c

STAND CONCESSIONS—As Operated by the Blind in the United States and Canada

By Lela T. Brown..... 50c

LEGISLATION

BLIND RELIEF LAWS: THEIR THEORY AND PRACTICE

By Robert B. Irwin and Evelyn C. McKay
Paper \$1.00; cloth \$1.50

LAWS GOVERNING STATE COMMISSIONS AND DEPARTMENTS FOR THE BLIND (Revised to January 1, 1932)

Compiled by Evelyn C. McKay.....\$1.00

PERIODICALS

OUTLOOK FOR THE BLIND—A Professional Magazine for workers for the blind. Issued five times a year

Ink-print edition 50c a copy; \$2.00 a year
Braille edition (slightly abridged)
20c a copy; 40c a year

THE TEACHERS FORUM—For Instructors of Blind Children (Ink-print and braille)

Issued five times a year, 20c a copy; \$1.00 a year

Prices include postage

AMERICAN FOUNDATION FOR THE BLIND, INC. 125 E. 46 ST., N. Y. C.

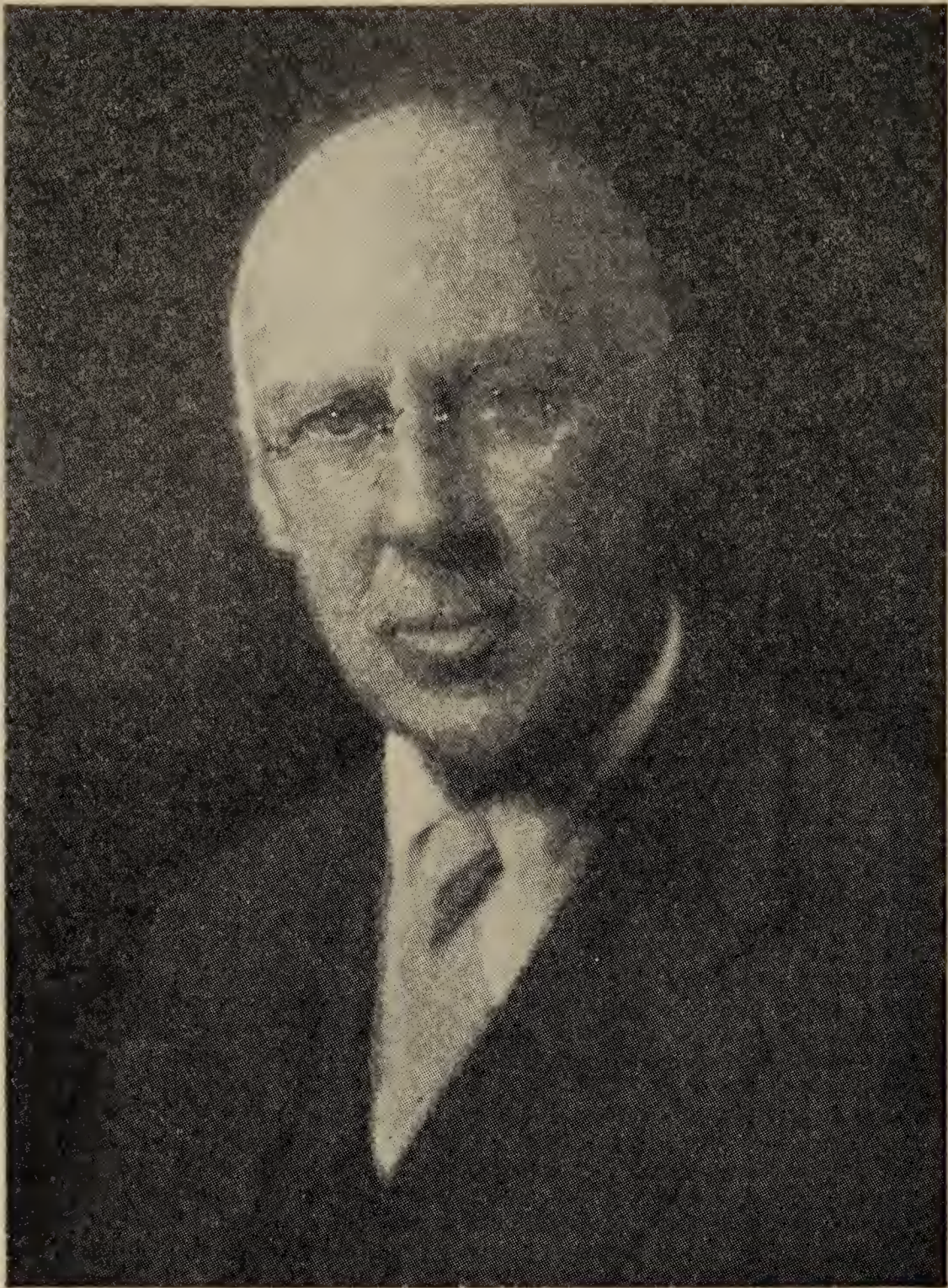
Outlook for the Blind

FEBRUARY NUMBER, 1934

VOLUME XXVIII, No. 1

CONTENTS

LIFTING THE VEIL OF DARKNESS.....	<i>Percy Van Eman Ivory</i>	
HERBERT H. WHITE.....	<i>Frontispiece</i>	
AMERICAN FOUNDATION FOR THE BLIND.....		3
Federal Stand Concessions		
North Carolina Survey		
SENSORY COMPENSATION, OR THE VICARIATE OF THE SENSES...	<i>Samuel P. Hayes, Ph.D.</i>	7
HOME ECONOMICS AT BATAVIA.....	<i>Doris E. Foster and Lucia C. Mulligan</i>	13
NEW DEVICES FOR THE BLIND.....	<i>Frank C. Bryan</i>	16
THE AUTHOR OF "MILTON'S BLINDNESS".....	<i>Edward M. Van Cleve</i>	19
A BLIND STUDENT IN PALESTINE.....		22
THE BLIND IN PROFESSIONAL AND EXECUTIVE WORK		
<i>H. Randolph Latimer and Murray B. Allen</i>		23
FOREIGN NEWS		34
NECROLOGY		35
BULLETIN BOARD		37
NOTES FROM THE FOUNDATION LIBRARY.....		40
BOOK NEWS		
Helen Keller's Teacher.....	<i>Edward E. Allen, D.Sc.</i>	41
Speech Defects among the Blind.....	<i>Samuel P. Hayes, Ph.D.</i>	44
POSITIONS WANTED		46
OUR CONTRIBUTORS		47



HERBERT H. WHITE, 1858-1934

We who tread "the ambushed dark" shall not forget how like a shepherd Mr. White was during forty years, seeking quiet waters and sweet pastures for a flock beset by hardships.—HELEN KELLER

Outlook for the Blind

APRIL NUMBER, 1934

VOLUME XXVIII, No. 2

CONTENTS

LIFTING THE VEIL OF DARKNESS.....	<i>Percy Van Eman Ivory</i>	
NICHOLAS SAUNDERSON	<i>Frontispiece</i>	
AMERICAN FOUNDATION FOR THE BLIND.....		51
American Braille Commission		
Columbus Week for the Blind		
Educational Pamphlet		
President's Report		
Annual Meeting		
The Talking Book		
SURVEY OF WORK FOR THE BLIND IN NORWAY.....	<i>Halvdan Karterud</i>	53
A DIPLOMA FOR BLIND PIANOFORTE TUNERS.....	<i>Ben Purse</i>	61
A BLIND MATHEMATICIAN.....		65
SENSORY COMPENSATION, OR THE VICARIATE OF THE SENSES (Continued)		
	<i>Samuel P. Hayes, Ph.D.</i>	67
AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND—CONVENTION PROGRAM.....		72
OPHTHALMIA NEONATORUM AS A CAUSE OF BLINDNESS.....		75
PERKINS PSYCHOLOGICAL SERVICE.....	<i>Gabriel Farrell</i>	77
BROOKLYN CENSUS.....	<i>Grace S. Harper</i>	78
APPOINTMENTS		79
NECROLOGY		81
RESIGNATIONS		82
FOREIGN NEWS		85
IN THE MORNING MAIL.....		86
BULLETIN BOARD		87
NOTES FROM THE FOUNDATION LIBRARY.....		90
BOOK NEWS		91
Blindness and the Blind.....	<i>Mary Dranga Campbell</i>	
Two Helps in Social Case Work.....	<i>Evelyn C. McKay</i>	
Outwitting Fate.....	<i>S. C. Swift</i>	
POSITIONS WANTED		94
OUR CONTRIBUTORS		95



Nicholas Saunderson, 1682-1739

Outlook for the Blind

JUNE NUMBER, 1934

VOLUME XXVIII, No. 3

CONTENTS

LIFTING THE VEIL OF DARKNESS.....	<i>Percy Van Eman Ivory</i>
WILLIAM ZIEGLER, JR.	<i>Frontispiece</i>
HANDICAPPED WORKERS AND THE NRA.....	<i>E. Stagg Whitin, Ph.D.</i> 99
SHELTERED WORKSHOPS UNDER THE NRA.....	<i>Peter J. Salmon</i> 112
CO-OPERATION OF A SCHOOL FOR THE BLIND WITH PROFESSIONAL SCHOOLS—A SYMPOSIUM	
As the School for the Blind Sees It.....	<i>Olin H. Burritt, D.Sc.</i> 115
As the School of Social Work Sees It.....	<i>Kenneth L. M. Pray</i> 117
As the School of Occupational Therapy Sees It.....	<i>Margaret Tyler Paul</i> 117
As the Kindergarten Training-School Sees It.....	<i>Lena Bixler</i> 119
LIBRARIES FOR THE BLIND IN 1933.....	120
SENSORY COMPENSATION, OR THE VICARIATE OF THE SENSES (<i>Concluded</i>)	
	<i>Samuel P. Hayes, Ph.D.</i> 122
EDITORS' PAGE	130
FOUNDATION ACTIVITIES	131
APPOINTMENTS	133
NECROLOGY	134
BULLETIN BOARD	135
NOTES FROM THE FOUNDATION LIBRARY.....	138
BOOK NEWS	139
POSITIONS WANTED	145
OUR CONTRIBUTORS	147



WILLIAM ZIEGLER, JR.
Recently Elected Treasurer of the American Foundation
for the Blind

Outlook for the Blind

OCTOBER NUMBER, 1934

VOLUME XXVIII, No. 4

CONTENTS

LIFTING THE VEIL OF DARKNESS.....	<i>Percy Van Eman Ivory</i>
THE NEW HOME OF THE AMERICAN FOUNDATION FOR THE BLIND.....	<i>Frontispiece</i>
PRE-VOCATIONAL WORK IN CLASSES FOR THE BLIND.....	<i>Dorothy F. Halfacre 151</i>
SCULPTURE FOR THE SIGHTLESS STUDENT.....	<i>Jean F. Maw 156</i>
SUCCESS NOTES.....	158
A BLIND ENGINEER.....	161
A CAREER IN SOCIAL WORK.....	163
A BLIND MAN'S KENNELS.....	<i>Charles F. Bullock 165</i>
TOURING WITH A SCHOOL BAND.....	<i>Lloyd V. Funchess 169</i>
CANADIAN SYSTEM OF OPERATING STANDS FOR BLIND PERSONS.....	<i>Joseph F. Clunk 171</i>
VEGETABLE GARDENING IN THE DARK.....	<i>Lee Chapman, M.D. 178</i>
WORK FOR THE BLIND IN THE MOUNTAIN STATES.....	<i>Virginia Warkeley 181</i>
EMPLOYMENT SURVEY IN MINNESOTA.....	<i>Bertha Hanford 185</i>
EASTERN CONFERENCE OF HOME TEACHERS.....	<i>Stetson K. Ryan 188</i>
LITERARY COMPETITION.....	190
EDITORS' PAGE.....	196
FOUNDATION ACTIVITIES.....	197
APPOINTMENTS.....	199
NECROLOGY.....	200
FOREIGN NEWS.....	202
BULLETIN BOARD.....	204
NOTES FROM THE FOUNDATION LIBRARY.....	208
BOOK NEWS.....	209
POSITIONS WANTED.....	211
OUR CONTRIBUTORS.....	212



The New Home of the American Foundation for the Blind

Outlook for the Blind

DECEMBER NUMBER, 1934

VOLUME XXVIII, No. 5

CONTENTS

LIFTING THE VEIL OF DARKNESS.....	<i>Percy Van Eman Ivory</i>
THE HONORABLE FRANKLIN D. ROOSEVELT.....	<i>Frontispiece</i>
FLOWER GARDENING IN THE DARK.....	<i>Lee Chapman, M.D.</i> 215
THE EDUCATION OF BLIND CHILDREN OF SCHOOL AGE.....	<i>Edward E. Allen, D.Sc.</i> 219
FOUNDATION LAYS CORNER-STONE OF NEW BUILDING.....	225
NATIONAL SHELTERED WORKSHOP COMMITTEE MAKES PROGRESS.....	<i>Peter J. Salmon</i> 229
CAPTAIN BROWN MEDAL AWARD.....	232
BLIND RELIEF IN ILLINOIS.....	<i>Mary L. Silvis</i> 233
LIFE IN A SOUTH AFRICAN SCHOOL FOR THE BLIND.....	<i>I. J. Lawrence</i> 235
MOON TYPE MANAGING COMMITTEE.....	<i>Edward M. Van Cleve, LL.D.</i> 237
HUMAN VALUES IN HOME TEACHING.....	<i>H. Randolph Latimer</i> 238
BIENNIAL CONFERENCE OF NEW YORK STATE FEDERATION.....	<i>Mary Dranga Campbell</i> 241
EDITOR'S PAGE	242
FOUNDATION ACTIVITIES	243
NECROLOGY	245
APPOINTMENTS	247
BULLETIN BOARD	249
NOTES FROM THE FOUNDATION LIBRARY.....	252
BOOK NEWS	253
OUR CONTRIBUTORS	259



The Honorable Franklin D. Roosevelt
Honorary President, American Foundation for the Blind

HV1571

c.2

0

Outlook for the Blind

v. 28, 1934

Date Due

HV1571

c.2

0

AUTHOR

Outlook for the Blind

TITLE

v. 28, 1934

DATE
LOANED

BORROWER'S NAME

